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ABSTRACT

The American Council on Education in 1966 began a large scale annual survey of entering college freshmen. This report presents the results of the follow-up studies through normative reports and through individual institutional reports furnished to students and administrative representatives at participating colleges and universities. The original sample used data from 206,865 entering freshmen from 251 institutions--29 junior colleges, 158 four-year colleges, and 64 universities. The follow-up sample in 1967 consisted of 60,017 students, of whom 58% returned the questionnaire. This report analyzes and presents the data contained in the questionnaires. The questions included information on (1) first-year performance and outcomes, including grade point average and educational status; (2) plans and aspirations both in the area of education and occupation; (3) freshman year experiences, such as financial support, residence, activities, and self rating on 21 traits; and (4) evaluation of the first year of college, including courses, the college environment, institutional discipline, and the college itself. The norms for the first year of college: 1966-1967, the 1967 follow-up norm and a sample follow-up report to cooperating institutions are included. (AF)

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THE FIRST YEAR OF COLLEGE: A FOLLOW-UP NORMATIVE REPORT

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The First Year of College: A Follow-up Normative Report[1]

For the past four years, the American Council on Education has, through its Cooperative Institutional Research Program, conducted a large-scale annual survey of entering college freshmen. Following a 1961 prototype study of 127,000 entering freshmen and a 1965 pilot study of 42,000 entering freshmen, full-scale surveys of more than a quarter million entering students have been undertaken each year since 1966. These surveys have resulted in annual normative reports (Astin, Panos, and Creager, 1967a, 1967b; Panos, Astin, and Creager, 1967; Creager, Astin, Boruch, and Bayer, 1968; and Creager, Astin, Boruch, Bayer, and Drew, 1969).

The major purpose of this ongoing research program is to determine how students are affected by the colleges they attend (Astin, Panos, and Creager, 1966). Consequently, subsamples of the original groups of participating students have been periodically followed up. These follow-up surveys consist in part of post-tests on selected items administered previously in the Freshman Information Form and in part of items that cover the student's experiences and achievements at his institution, his aspirations and plans for the future, his perceptions and evaluations of the college environment, and his educational outcomes and academic standing.[2]

A series of analytical studies, based on one-year and four-year follow-ups of the cohort from the 1961 pilot study, have already been completed (Astin, 1965; Astin, 1968; Astin and Panos, 1969). In addition, a normative description, based on the data from the 1965 follow-up of the 1961 freshmen, has been reported (Panos and Astin, 1967). This report is another in the series, which aims at making available the results of these follow-ups through normative

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[1]This research was supported in part by Grant GR-57 from the National Science Foundation.

[2]A copy of the 1967 follow-up form is reproduced in Appendix A.

reports and through individual institutional reports furnished to student and administrative representatives at the participating colleges and universities. (A copy of an actual institutional follow-up report is shown in Appendix B).[3] In addition to providing normative summaries and institutional reports, current research efforts are directed toward completing a number of analytical studies, based on the results of the follow-up surveys, which are designed to assess the impact of various college enviroments and experiences on student development.

Sampling Design and Weighting Procedures

A total of 254,430 students at 307 institutions participated in the survey of freshmen entering college in the Fall of 1966. The entering classes at 56 of the institutions were excluded from the national norms tabulations, however, because the data were regarded as unrepresentative or because the institution was not randomly selected to be among those included in the original stratified sampling design. Consequently, the weighted national norms for entering freshmen in 1966 were based on data from 206,865 students from 251 institutions (29 junior colleges, 158 four-year colleges, and 64 universities).[4]

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[3] In the Fall of 1969 these reports were provided to the president of the school, the institutional representative for the Cooperative Institutional Research Program, and the president of the student government as the appropriate representative of the undergraduates. As the sample in the appendix indicates, these reports included a description of the procedures and measures, a tabular presentation of summary data on students from the institution, and normative data for all institutions of similar type. In addition, environmental dimensions based on these items were presented in profile form. For a description of the theoretical implications and development of these environmental factors, see Astin, 1968.

[4] For further details regarding the original sampling design, see Astin, Panos, and Creager, 1967a.

A subsample of the students included in the national norms was drawn for an August 1967 follow-up mailing to the students' homes. The follow-up sample included all the students who had entered institutions enrolling fewer than 300 first-time freshmen in 1966, and samples of between 250 and 275 students (every Nth case on file) from the larger institutions. The resultant sample consisted of 60,017 students, to whom the follow-up questionnaire was mailed.[5] A reminder postcard was sent approximately one week after the initial mailing to 55 percent of these students. Full questionnaires were received from 58 percent of the total follow-up sample.

Multiple regression procedures were used to calculate weights for normalizing the data from respondents. The use of these weights correct the data for respondent bias, biases within institutions, and differential sampling of institutions and students within stratification cells of the population.[6] The tabulations based on weighted distributions from the follow-up therefore represent what the expected results would be if a complete one-year follow-up were undertaken and returns were received from the total population of approximately 1.3 million entering college freshmen in 1966. The normalized number of subjects used in the following tabulations, and the number of students in the population that they are weighted (normalized) to estimate, by type of institution, is shown in Table 1.

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[5]Due to a processing error, 5 of the 251 institutions in the national norms were lost. Consequently, 246 institutions, rather than 251, are represented by the 60,017 students selected for the follow-up survey.

[6]The regression equations and complete documentation of the weighting procedure are presented in Astin, 1970.

TABLE 1

Number of Institutions and Students Used in Computing Follow-up Norms

	Number of Institutions in Sample	Number of Respondents to 1967 Follow-up (Normalized Count)			Estimated Population Total of 1966 Entering Freshmen[a]
		Men	Women	Total	
All Institutions	246	16,767	18,013	34,780	1,360,000
Two-Year Colleges	29	1,823	1,829	3,652	420,000
Four-Year Colleges	153	9,307	11,673	20,980	583,000
Universities	64	5,637	4,511	10,148	357,000
Four-Year Public Colleges[b]	26	2,268	2,121	4,389	213,000
Four-Year Private Nonsectarian Colleges[b]	48	3,750	3,915	7,665	100,000
Four-Year Roman Catholic Colleges	36	1,146	2,741	3,887	95,000
Four-Year Protestant Colleges	35	1,768	2,423	4,191	159,000
Predominantly Negro Colleges	8	375	473	848	16,000

[a]Weighted number of first-time, full-time 1966 entering freshmen, as derived from the U.S. Office of Education's Education Directory and reported in Panos, Astin, and Creager, 1967, p. 8.

[b]Includes technological institutions; excludes predominantly Negro colleges.

National Norms

There are two series of national normative data. The first (pp.19 - 30) shows the weighted percentage item distribution for students, by sex and for both sexes combined; these tabulations are further subdivided by basic type of institution in which the students enrolled for their first college year -- two year colleges, four-year colleges, universities -- plus the total for all institutions combined. The second series (pp.31 -42) provides the follow-up normative data, by sex, for students enrolled in four-year colleges; these institutions are subdivided into five types: public colleges, private non-sectarian colleges, Roman Catholic colleges, Protestant colleges, and predominantly Negro institutions.

A number of the follow-up items reported in these norms are questions which had appeared in the survey of 1966 entering freshmen. Such items are indicated by an asterisk. To get some idea of how students changed during the first college year, the interested reader should compare these data with students' earlier responses to similar items (Astin, Panos, and Creager, 1967a, 1967b).

Given the large number of possible comparisons, any comprehensive descriptive summary of the normative data would be impossible here. Consequently, the summary below is based only on some of the highlights from the first series of normative data. The items are grouped for discussion into the following four categories: (1) first-year performance and outcomes, (2) plans and aspirations, (3) freshman-year experiences, and (4) evaluation of the first year of college.

First-Year Performance and Outcomes

Grade Point Average. Almost two-fifths (38 percent) of the students

reported that they had received a first-year grade point average of C or below. Only 5 percent reported an average grade of A- or higher. Proportionately more students in universities received high grades; proportionately fewer junior college students reported high grades.

In all types of institutions, men reported receiving lower grade point averages than did women. Conversely, in all types of institutions, women were more likely than were men to report GPA's of B or higher grade levels.

Educational Status. Women were more likely than were men to complete a full academic year of college within a year after matriculation. Twelve percent of the women and 16 percent of the men had not completed a full year of college work, and the failure to do so was most common among students in two-year colleges (23 percent).

Overall, 14 percent of the students reported that they had dropped out during the first year of college. An additional 10 percent had stayed through the first year but did not plan to return to the same college. Students enrolled in two-year colleges were most likely to drop out, those in universities least likely.

Plans and Aspirations

Educational Plans. Eighty-six percent of the students (87 percent of the men, 84 percent of the women) were planning to re-enroll full-time for a second year of college. There were distinct differences between types of colleges on this point: 90 percent of those who entered four-year colleges or universities, but only three-fourths of those who entered junior colleges, planned to return full-time for a second year. The most common reasons given by students who did not plan to return were limited finances, poor academic performance, and, for girls, marriage.

Degree-level aspirations, in total, changed little during the first year

of college. Only 5 percent of the students expected to receive no degree, and 6 percent planned only an associate degree -- figures very close to those reported upon college entrance. Only a slightly lower proportion expected to obtain a doctorate, and somewhat more expected to receive a master's degree.

Occupational Plans. The proportion of students selecting all the listed occupations, with the exception of teaching, had decreased over the year. The number of students choosing "other" occupations (than the ones listed) had increased, and the proportion who said they were "undecided" had doubled. However, the relative popularity of various fields remained the same at the end of the year: business and engineering were the most common occupational choices for men, and elementary and secondary teaching the most common for women.

Freshman-Year Experiences

Financial Support. Relatively few students worked to finance their first year of college. Overall, less than 10 percent of the freshman men and less than 5 percent of the freshman women reported that employment during college was a major source of income. One in ten students, however, earned $800 or more during the academic year. Students enrolled in junior colleges were especially likely to take jobs in order to finance their education.

Students in junior colleges were least likely, and those in universities most likely, to draw on family resources to finance their first college year. Substantially fewer men than women depended on this source. Overall, less than half of the men (46 percent) but almost two-thirds of the women (64 percent) depended on their families for major financial support.

Only about one in ten students drew their major support from scholarships or gifts from governmental, private, or college sources. Seven percent depended on repayable loans. Men were more likely than were women to hold scholarships;

women were more likely to take out loans. Students in four-year colleges were more likely to have scholarships or loans than were those in either junior colleges or universities.

Residence. About one-third of the students lived at home during their first year of college; more than half (55 percent) lived in a college dormitory. Men were more likely than were women to live either at home or in a private apartment or room. Women were more likely to live in college dormitories. Freshmen in junior colleges were twice as likely as their peers in other institutions to commute from home.

Activities. Both the freshman survey and the follow-up contained a checklist of more than 50 behaviors or activities; students were asked to indicate whether they engaged in these activities "never," "occasionally," or "frequently." During the freshman year, more than two-thirds of the men reported they frequently or occasionally discussed how to make money, took a nap or rest, drank beer, and came late to class. Among the women, more than two-thirds reported they took a nap or rest, tried on clothes without buying them, discussed how to make money, and attended a public concert. Few men or women (less than 5 percent) said they played in a school band or orchestra or participated in a demonstration involving racial or war-related issues.

More than two-thirds of the students (68 percent) reported that they had received no professional vocational counseling since entering college. Less than 4 percent had received more than five hours of counseling. Students in junior colleges are somewhat more likely than other students to have received some counseling; university students are most likely to have received little or none.

Responses to items on other first-year college experiences indicated that one-third had changed their career plans and more than one-fourth had changed

their major field or failed a course. Men were more likely to have failed a course; women were more likely to have altered their career plans or major field of study.

While few students had joined choirs, glee clubs, or honorary societies, about 17 percent (18 percent of the men, 15 percent of the women) had joined a social fraternity or sorority. Organized sports were also popular with the freshmen. More than one-fourth of the men and 10 percent of the women participated on an intramural athletic team.

Trait Self-Ratings. As entering freshmen, students were asked to rate themselves on 21 traits, in comparison with the average student of their own age. This item was repeated in the follow-up survey and, in practically all cases, the proportion of students rating themselves above average either stayed the same or increased slightly. At both times, over half the students rated themselves above average on their understanding of others, their cheerfulness, their academic ability, and their drive to achieve.

Self-ratings on several negative traits, as well as a number of positive ones, rose substantially over one year. There were sizable increases in above-average self-ratings on artistic ability, writing ability, popularity, understanding of others, sensitivity to criticism, defensiveness, and stubbornness.

Evaluation of the First Year of College

Course Evaluation. Students were asked to evaluate the freshman course they had taken in their primary field of interest; both sexes were inclined to give similar evaluations. University students were more likely than were students at other types of institutions to rate their course as impersonal, in

that the instructor did not call students by their first name. Moreover, they were more inclined to report that classes met only on a regularly scheduled basis, to rate their instructors as dull, and not to express open disagreement with their instructors. Students in two-year colleges were more likely than were others to say that lectures followed the text and that seating was assigned. The instructor in two-year colleges was more likely to call students by their first name, to encourage discussion, and to have a sense of humor. The institutional differences may be partly attributable to differences in class size and in emphasis on teaching vs. research.

The College Environment. More than half the students in universities, particularly the men, reported that the academic calibre of the students was high, that there was great pressure for high grades, and that there was keen competition for grades among students. Students in junior colleges were substantially less likely to characterize their institution as "academic" in these ways. University students were also more likely than students in two-year or four-year colleges to say that they felt "lost" during their first year on campus and that students were treated like "numbers in a book." Students in two-year colleges were more likely than were others to report that students were apathetic and that there was not much to do but study.

Students in universities were more likely to rate their institution low with respect to personal contacts, advice and guidance, and opportunity for exercise, rest, and sleep. Students in four-year colleges rated their institutions unfavorably in terms of freedom in course selection, social life, and outlets for creative activity.

Women were slightly more likely than were men to report there was not enough personal contact with peers or faculty and that they lacked outlets for creative activity and opportunity for exercise and sleep.

Institutional Discipline. Students in all types of institutions, but particularly in the junior colleges, agreed that the most severe institutional disciplinary action would be taken in the case of drug use or of cheating. On these issues, women saw the institutions as being more lenient than did men.

On all other issues, men were more inclined to perceive the institutions as lenient. Occurrences least likely to spark major institutional action were incidents involving water fights or "panty raids," participation in organized demonstrations, publication of off-color stories, and getting drunk. Generally, students enrolled in junior colleges were more apt to feel that the disciplinary action taken against these infractions would be severe, whereas those in universities were least likely to anticipate severe action.

Evaluation of the College. Students were asked to rate their college on eight adjectives that might possibly describe it. Overall, only 8 percent rated their college as "snobbish" or "Victorian," but the percentages for these adjectives were the only ones that increased over the group response of a year earlier. Proportionately fewer students than in the previous year thought that "intellectual," "social," "practical-minded," "warm," "realistic," or "liberal" were very apt terms to describe the atmosphere of their institution.

Students in universities were more likely than those in other types of institutions to say that "snobbish," "intellectual," "liberal," and "social" were very descriptive of their institution. Students in four-year colleges were more likely to describe their institutions as "warm," "realistic," or "Victorian." Two-year students were more likely than others to characterize the college atmosphere as "practical-minded."

Somewhat larger proportions of women than of men felt that the institution was "social," "realistic," or "warm." Men, on the other hand, were somewhat

more likely to say that "practical-minded" was very descriptive of the college atmosphere.

Almost three-fourths of the students (72 percent of the men, 74 percent of the women) were inclined to say they were quite satisfied with the institution overall during their first year. Only 12 percent of the men and 11 percent of the women were either dissatisfied or very dissatisfied with their institution. The remainder, about 16 percent, stated they were "on the fence" in regard to their general evaluation of the first-year college experience.

While proportionate differences were slight, students in universities were more likely than students in other types of institutions to report they were very satisfied with their college. Students in two-year colleges were somewhat more likely than others to report they were very dissatisfied.

Summary

The extensive descriptive data presented in this report do not allow a detailed overview. They do, however, permit the interested reader to compare the sexes, and students at different types of institutions, with respect to their first-year experiences, aspirations, and evaluations. Used in conjunction with national normative data on entering students, they provide insights into how students change as a result of first-year college experiences. Moreover, individual institutional reports based on these data have been prepared in order that students, faculty, and administrators may make relevant personal and policy decisions that will improve their educational experiences and enrich the educational process at each participating institution.

The longitudinal information described in this report is also available to the general community of educational researchers through the ACE data

accessing system (Bayer, Astin, Boruch, and Creager, 1969). The statistics presented here will allow the researcher to familiarize himself with the kinds of data available to him and the marginal distributions on particular variables with which he might be working.

Many persons connected with higher education have indicated that the ACE normative data published previously in this series have been highly useful. The data presented here should also be valuable both to students and administrators concerned with establishing policies to improve the educational system and to researchers interested in exploring and testing theoretical and practical formulations to meet the same objectives.

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NORMS FOR THE FIRST YEAR OF COLLEGE: 1966-1967

1966-1967
Norms for the First Year of College for Basic Types of Institutions: Male and Female

ITEM	2-Yr. Colleges		4-Yr. Colleges		Universities		All Institutions	
	Male	Female	Male	Female	Male	Female	Male	Female
FIRST YEAR GRADE POINT AVERAGES								
A or A+	1.0	0.9	1.2	1.4	1.8	2.0	1.3	1.5
A-	1.5	3.4	2.5	3.7	3.9	4.8	2.6	3.9
B+	5.0	7.4	5.4	8.5	7.7	9.8	6.0	8.6
B	9.1	14.4	8.7	15.1	10.2	14.1	9.7	14.6
B-	13.2	14.9	13.9	17.2	14.7	17.0	14.0	16.5
C+	24.3	22.5	22.2	22.8	20.0	20.3	22.1	22.0
C	37.3	32.5	34.5	26.0	31.4	25.7	34.3	27.6
D	8.5	4.0	10.6	5.3	10.3	6.2	9.9	5.2
REPORTED MAJOR SOURCES OF FINANCIAL SUPPORT FOR FIRST COLLEGE YEAR								
Family	35.7	60.6	47.2	61.7	54.0	69.0	46.1	63.5
Employment During College	19.6	11.2	5.7	2.3	3.5	2.4	9.0	4.6
Employment During Summer	24.6	12.7	15.6	4.9	15.0	4.6	18.0	6.8
Scholarship or gift from:								
State or Local Government	1.8	1.4	3.4	3.4	1.8	1.8	2.4	2.5
Federal Government	6.2	1.7	5.2	1.8	2.8	2.3	4.7	1.9
Private Source	1.4	3.2	2.1	2.7	2.1	2.8	1.9	2.8
College	1.1	1.5	2.9	2.4	3.9	2.9	2.7	2.3
Repayable loans from:								
College	0.3	0.4	0.6	1.3	0.3	0.4	0.5	0.8
State or Local Government	0.6	0.5	2.1	2.1	0.6	0.5	1.2	1.3
Federal Government	2.5	1.7	2.7	5.2	1.9	2.4	2.4	3.5
Bank or Commercial Organization	1.2	1.5	2.8	2.6	1.6	2.5	1.9	2.3
Other	0.2	0.8	0.7	0.6	0.5	0.5	0.5	0.6
Other Sources	6.3	7.4	4.6	3.8	4.8	4.0	5.1	4.7
AMOUNT EARNED DURING ACADEMIC YEAR								
None	27.5	40.7	40.8	54.6	46.9	56.9	30.9	51.7
Under $200	15.0	25.0	25.1	26.4	23.5	24.8	21.7	25.6
$200 - 399	13.3	13.4	11.8	9.1	10.4	8.0	11.8	9.9
$400 - 599	9.3	7.4	6.7	4.4	6.1	4.0	7.2	5.0
$600 - 799	6.8	4.5	3.8	2.5	4.0	2.3	4.7	3.0
$800 - 999	5.3	2.2	2.8	1.5	2.6	1.5	3.5	1.7
$1,000 or more	22.9	6.7	9.0	1.5	6.5	2.5	12.2	3.1
AMOUNT OF EDUCATION COMPLETED								
Less than one term	10.6	8.5	4.8	3.3	2.9	3.0	5.9	4.6
More than one term but less than academic year	14.7	11.7	8.3	5.6	7.1	7.2	9.7	7.6
One academic year	59.2	65.9	76.7	77.1	77.2	71.3	71.9	72.6
More than one academic year	15.4	13.9	10.2	14.0	12.8	18.5	12.5	15.2
DROP-OUT/TRANSFER STATUS								
Did not leave, plan to return to same college	67.5	67.1	76.8	78.5	82.3	78.5	75.9	75.6
Did not leave, do not plan to return to same college	12.6	14.9	8.7	10.0	6.0	9.4	9.0	11.1
Left, unsatisfactory academic work	3.9	1.4	5.1	2.5	4.5	2.4	4.6	2.2
Left, disciplinary reasons	0.3	0.4	0.5	0.1	0.1	0.1	0.3	0.2
Left, voluntary reasons	15.8	16.2	8.8	8.9	7.0	9.6	10.3	10.9

1966-1967
Norms for the First Year of College for Basic Types of Institutions: Male and Female

ITEM	2-Yr. Colleges		4-Yr. Colleges		Universities		All Institutions	
	Male	Female	Male	Female	Male	Female	Male	Female
SECOND YEAR PLANS								
Will enroll full-time	76.3	72.4	91.5	88.8	92.3	87.8	87.4	84.4
Will not enroll full-time because:								
Change in interests/goals	2.8	5.5	1.0	2.4	1.0	2.2	1.5	3.1
Dissatisfaction with college	1.5	2.1	0.9	0.8	0.6	1.3	1.0	1.2
Limited finances	4.5	5.1	1.7	2.0	1.2	2.7	2.3	3.0
Marriage	1.1	5.1	0.3	2.5	0.2	2.4	0.5	3.1
Poor academic performance	2.5	1.3	2.1	1.6	2.3	1.4	2.3	1.5
The draft	3.5	0.0	0.9	0.0	0.7	0.0	1.6	0.0
Illness/accident	0.8	0.7	0.2	0.4	0.1	0.3	0.4	0.5
Other reason	7.0	7.8	1.4	1.6	1.6	1.8	3.1	3.2
HIGHEST ACADEMIC DEGREE PLANNED*								
None	6.8	12.0	2.9	4.7	2.4	4.4	3.8	6.5
Associate (or equivalent)	11.1	24.5	1.2	2.1	1.1	2.1	4.0	7.8
Bachelor's degree (B.A., B.S.)	37.9	37.6	30.4	42.4	29.1	49.9	32.1	43.3
Master's degree (M.A., M.S.)	29.4	19.8	37.7	42.2	34.0	32.7	34.2	33.8
Ph.D. or Ed.D.	7.2	2.1	16.2	5.9	15.6	6.7	13.4	5.1
M.D., D.D.S., D.V.M.	2.4	0.5	6.0	1.0	10.7	2.0	6.4	1.1
LL.B. or J.D.	1.7	0.1	3.9	0.3	5.8	0.4	3.8	0.3
B.D.	0.5	0.1	0.5	0.1	0.2	0.1	0.4	0.1
Other	3.0	3.4	1.3	1.2	1.1	1.7	1.8	1.9
PROBABLE CAREER OCCUPATION*								
Artist (including performer)	4.1	6.3	3.8	6.8	4.8	10.3	4.2	7.7
Businessman	15.1	4.6	16.3	2.4	15.6	3.6	15.8	3.3
Clergyman	1.2	1.3	1.6	0.4	0.8	0.3	1.2	0.6
College professor	2.3	1.4	3.9	2.2	2.8	1.8	3.1	1.9
Doctor (M.D.)	1.7	0.5	4.8	0.7	9.2	1.4	5.3	0.8
Educator (secondary)	8.0	11.5	13.0	20.9	6.0	16.8	9.3	17.3
Elementary teacher	0.8	14.2	1.3	22.0	0.4	14.0	0.9	17.8
Engineer	18.7	0.4	9.5	0.1	14.8	0.2	13.8	0.2
Farmer	3.8	0.1	2.6	0.1	2.4	0.1	2.9	0.1
Health Professional (non-M.D.)	2.5	4.7	2.0	4.9	2.4	8.2	2.2	5.8
Lawyer	3.4	0.3	6.1	0.4	8.0	0.6	5.9	0.4
Nurse	0.9	8.8	0.1	3.1	0.0	6.2	0.3	5.4
Research scientist	1.4	0.7	4.4	1.4	5.0	2.1	3.7	1.4
Other choice	28.5	38.9	21.9	25.1	18.1	24.7	22.6	28.7
Undecided	7.6	6.6	9.2	8.5	9.4	9.7	8.8	8.3
COLLEGE RESIDENCE DURING WINTER-SPRING TERM								
With Parents	58.3	56.9	24.5	23.3	23.8	21.5	33.9	31.3
Other Private Home, Apartment, or Room	19.1	12.5	7.2	3.4	5.1	3.2	9.9	5.6
College Dormitory	14.8	22.6	63.9	70.9	64.4	70.8	50.0	58.7
Fraternity or Sorority House	0.1	0.3	1.1	0.3	4.5	1.7	1.9	0.7
Other Campus Housing	1.7	1.3	1.7	0.8	1.0	1.7	1.5	1.2
Other	6.1	6.4	1.7	1.3	1.2	1.0	2.8	2.5

1966-1967
Norms for the First Year of College for Basic
Types of Institutions: Male and Female

ITEM	2-Yr. Colleges		4-Yr. Colleges		Universities		All Institutions	
	Male	Female	Male	Female	Male	Female	Male	Female
PERCENTAGE REPORTING THAT DURING FIRST YEAR THEY:*								
Voted in student election (1)	39.6	46.8	45.2	54.1	43.8	48.0	43.2	50.5
Came late to class	63.7	59.8	65.8	65.1	73.2	70.9	67.5	65.5
Listened to dixieland jazz	34.7	28.8	32.1	27.6	33.2	30.7	33.2	28.7
Gambled with cards or dice	40.0	12.0	43.4	10.7	45.9	12.2	43.2	11.5
Played a musical instrument	30.6	41.0	33.5	47.8	36.2	50.2	33.5	46.8
Took a nap or rest	73.7	77.5	88.1	90.5	89.5	91.9	84.4	87.6
Drove a car (1)	78.8	62.5	40.9	29.8	41.7	31.1	52.0	38.4
Stayed up all night	55.9	50.7	62.9	61.3	67.0	64.8	62.2	59.6
Studied in the library (1)	32.3	41.7	31.1	40.9	30.8	39.1	31.4	40.6
Attended a ballet performance	5.8	10.3	7.2	17.3	6.0	16.1	6.4	15.2
Participated on speech team	10.1	9.2	6.8	8.6	4.2	4.7	6.9	7.6
Acted in plays	5.5	9.0	6.5	7.8	3.7	5.3	5.3	7.5
Sang in a choir or glee club	7.7	21.7	9.6	17.8	6.9	12.9	8.2	17.4
Argued with other students (1)	10.2	7.7	19.4	13.3	22.9	13.5	17.9	11.9
Called a teacher by first name	18.2	11.0	18.0	12.8	20.2	15.4	18.7	13.1
Wrote article for school paper	7.4	10.0	8.0	9.3	5.8	6.0	7.1	8.6
Had a blind date	33.5	39.2	44.5	55.7	54.3	68.9	44.4	55.1
Wrote a short story or poem	26.2	37.3	27.2	39.5	28.6	37.8	27.3	38.4
Played in a school band	3.4	2.9	4.8	3.3	3.3	2.7	4.0	3.0
Played in a school orchestra	1.1	2.1	2.2	2.2	1.5	1.6	1.7	2.0
Smoked cigarettes (1)	29.5	20.1	24.8	23.1	25.2	24.2	26.3	22.6
Attended Sunday school	35.0	43.6	29.4	31.8	23.2	30.1	29.0	34.3
Checked out a library book (1)	32.7	51.6	34.5	51.5	27.4	38.3	31.8	47.8
Went to the movies (1)	28.1	37.7	28.6	31.3	28.4	36.6	28.4	34.4
Discussed how to make money	85.6	78.5	85.8	79.2	84.6	77.6	85.4	78.6
Said grace before meals (1)	23.1	42.6	19.7	27.4	14.8	20.3	19.1	29.3
Prayed (1)	27.0	58.7	30.9	53.3	25.7	47.9	28.1	53.2
Listened to folk music (1)	20.4	28.5	21.8	35.4	23.4	36.6	21.9	34.0
Attended a public concert	46.0	64.0	66.5	83.3	61.0	76.8	58.8	76.6
Made wisecracks in class	49.8	35.3	48.8	36.1	49.9	34.9	49.4	35.6
Arranged date for other student	37.8	44.3	45.2	55.2	48.6	66.5	44.2	55.6
Went to an over-night party	35.3	28.1	33.1	32.2	35.7	33.9	34.5	31.6
Took dietary formula	5.0	26.2	5.1	23.3	4.4	26.4	4.8	24.9
Drank beer	72.8	46.8	75.4	60.0	78.5	64.9	75.7	58.0
Overslept and missed a class	38.8	32.1	56.1	50.2	60.7	53.3	52.7	46.5
Typed a homework assignment (1)	21.0	38.6	24.7	39.9	25.6	39.6	23.9	39.5
Participated in informal sing	35.9	56.8	49.5	70.9	47.3	68.2	44.9	66.5
Drank wine	33.8	37.3	36.8	44.6	41.7	50.9	37.4	44.5
Cribbed on an examination	19.8	13.7	17.7	11.5	15.2	9.2	17.5	11.4
Turned in a paper late	43.6	39.0	38.9	36.5	41.6	36.8	41.0	37.2
Tried on clothes without buying	36.6	81.4	36.6	81.8	38.0	83.4	37.0	82.1
Asked questions in class (1)	38.0	31.9	35.1	32.8	31.1	26.9	34.7	30.9
Attended church (1)	39.5	58.2	42.1	55.0	32.8	45.4	38.4	53.1
Participated in racial demonstration	3.3	1.6	3.7	4.0	3.7	3.5	3.6	3.3
Participated in administrative policy demonstration	6.6	5.5	18.2	16.5	11.0	10.4	12.6	12.0
Participated in war demonstration	3.3	1.2	4.5	4.0	5.1	4.2	4.4	3.3
Had psychotherapy or counseling	12.7	15.5	13.0	15.2	12.2	13.8	12.7	14.8
Tried changing grade	28.8	23.3	36.4	25.6	39.2	26.0	35.1	25.1
Slept or dozed in class	41.9	32.3	52.4	41.6	56.8	46.1	50.7	40.5
Got traffic ticket	32.7	11.2	20.1	6.3	23.3	9.9	24.7	8.5
Tutored another student	49.5	40.5	54.9	52.1	57.7	52.3	54.2	49.2

1966-1967
Norms for the First Year of College for Basic Types of Institutions: Male and Female

ITEM	2-Yr. Colleges		4-Yr. Colleges		Universities		All Institutions	
	Male	Female	Male	Female	Male	Female	Male	Female
FIRST YEAR COLLEGE EXPERIENCES								
Elected to student office	7.2	12.8	8.9	13.3	7.3	11.9	7.9	12.8
Played on varsity athletic team	12.8	2.6	18.1	5.0	9.1	2.5	13.8	3.7
Changed career plans	31.6	35.5	30.4	32.4	31.5	36.7	31.1	34.4
Failed a course	31.7	18.2	31.7	18.5	32.1	20.1	31.9	18.9
Changed major field	23.1	26.2	25.8	29.5	28.6	32.9	25.9	29.6
Fell in love	19.5	31.3	19.3	30.9	18.5	34.6	19.1	32.0
Got married	3.8	4.8	2.0	2.9	1.7	3.0	2.4	3.4
Had lead in play	1.4	3.0	2.0	2.1	1.1	1.1	1.5	2.0
Wrote an article	5.5	7.6	6.9	8.0	5.0	5.4	5.9	7.1
Received health center care	9.9	13.8	40.5	42.9	44.4	52.2	33.0	38.2
Participated in honors program	6.2	9.4	7.8	9.2	11.6	13.6	8.5	10.5
PERCENTAGE REPORTING ORGANIZATION MEMBERSHIP IN:								
Nat'l social frat. or sorority	5.2	5.8	16.4	9.6	23.8	18.5	15.5	11.1
Local social frat. or sorority	2.1	4.8	3.7	5.0	1.9	1.7	2.7	4.0
Intramural athletic team	15.3	9.3	32.2	11.5	30.5	8.8	26.8	10.2
College athletic team	11.8	2.1	19.5	4.8	12.0	2.4	15.0	3.5
Choir or glee club	3.9	12.8	5.4	10.1	2.7	6.3	4.1	9.7
Marching band	1.7	1.6	2.8	1.9	2.2	1.5	2.3	1.7
Honorary fraternity	2.9	2.7	2.2	2.3	3.4	3.7	2.7	2.8
TOTAL FIRST YEAR COUNSELING RECEIVED								
None	66.1	50.1	71.5	68.5	71.4	68.4	69.9	66.3
One hour or less	17.4	22.5	12.4	17.0	14.3	16.5	14.4	18.2
2 - 3 hours	10.4	11.2	9.0	8.9	9.0	9.8	9.4	9.7
4 - 5 hours	2.1	2.6	1.8	2.4	1.8	2.2	1.9	2.4
More than 5 hours	4.1	3.6	5.4	3.2	3.5	3.1	4.4	3.3
PERCENTAGE REPORTING TRAIT SELF-RATINGS ABOVE AVERAGE*								
Academic ability	45.7	46.2	58.0	58.1	68.2	65.3	57.7	57.1
Athletic ability	42.4	24.7	46.4	26.1	45.4	26.6	44.9	25.8
Artistic ability	19.0	26.3	18.1	26.7	21.2	30.5	19.3	27.6
Cheerfulness	52.7	61.8	52.4	60.7	53.3	62.0	52.8	61.3
Defensiveness	31.1	31.1	31.8	32.8	33.2	35.3	32.1	33.0
Drive to achieve	52.3	48.3	56.3	55.0	58.5	59.0	55.9	54.4
Leadership ability	39.7	30.5	46.4	37.3	50.2	43.2	45.6	37.2
Mathematical ability	37.2	21.0	42.1	28.5	51.5	32.3	43.7	27.7
Mechanical ability	45.5	14.2	36.3	14.2	40.4	16.0	40.2	14.7
Originality	36.7	35.7	39.4	39.5	45.9	45.6	40.7	40.3
Political conservatism	17.3	10.6	18.9	11.3	21.9	15.1	19.4	12.3
Political liberalism	18.7	17.1	26.5	23.4	30.3	24.7	25.5	22.2
Popularity (general)	34.1	30.8	38.9	35.8	38.3	37.9	37.4	35.2
Popularity (with opposite sex)	34.3	31.8	34.2	34.0	33.9	37.3	34.2	34.4
Public speaking ability	21.6	19.1	27.6	24.4	30.3	25.8	26.7	23.5
Self-confidence (intellectual)	38.3	29.0	43.4	34.5	50.5	41.0	44.1	34.9
Self-confidence (social)	35.0	30.4	33.7	29.7	34.1	32.6	34.2	30.7
Sensitivity to criticism	27.9	33.7	33.7	39.3	36.2	43.7	32.8	39.2
Stubbornness	40.1	42.2	41.4	43.0	45.0	48.7	42.1	44.4
Understanding of others	59.3	71.6	63.6	73.5	64.7	75.2	62.7	73.4
Writing ability	24.4	29.9	30.9	35.8	37.0	38.2	31.0	35.0

1966-1967
Norms for the First Year of College for Basic
Types of Institutions: Male and Female

ITEM	2-Yr. Colleges		4-Yr. Colleges		Universities		All Institutions	
	Male	Female	Male	Female	Male	Female	Male	Female
PERCENTAGE REPORTING THAT STATEMENT APPLIES TO PRIMARY CLASS:								
Met only as scheduled	86.7	88.6	90.4	88.7	91.1	91.1	89.6	89.3
Had assigned seating	44.6	46.5	36.9	31.4	37.3	33.1	39.2	35.7
Lectures followed text	49.5	44.2	44.1	34.6	40.6	34.8	44.5	37.1
Instructor called students by first name	48.0	59.2	37.1	49.3	23.1	30.7	35.8	46.6
Instructor encouraged discussion	65.0	63.7	59.4	63.7	50.3	55.5	58.1	61.4
Individual knew instructor's first name	54.5	55.1	58.4	57.6	49.7	48.0	54.6	54.3
Individual went to instructor's office	55.4	53.7	62.7	60.5	56.4	53.5	58.6	56.8
Instructor was enthusiastic	68.8	76.2	71.8	75.7	71.4	73.9	70.8	75.3
Instructor had sense of humor	76.7	77.0	73.9	74.8	73.9	73.4	74.7	74.9
Instructor was dull	17.1	18.2	21.7	19.9	23.2	21.7	20.9	20.0
Instructor knew individual by name	79.2	83.9	73.0	78.9	53.4	61.8	68.6	75.4
Individual argued with instructor	29.0	18.8	25.4	23.1	21.8	19.0	25.3	20.8
Individual typed assignments	20.0	32.7	22.2	33.0	21.4	33.1	21.3	33.0
Individual visited instructor's home	5.1	3.9	6.3	7.2	3.7	4.6	5.1	5.6
PERCENTAGE REPORTING THAT STATEMENT APPLIES TO THIS COLLEGE*								
Great pressure for high grades	29.3	21.7	49.5	40.3	58.6	50.7	46.6	38.5
Little school spirit	55.5	52.2	47.7	50.0	43.4	43.4	48.6	48.7
Student academic calibre high	20.1	19.4	49.5	50.0	55.1	52.9	42.8	43.1
Keen competition for grades	33.8	27.9	52.3	42.0	57.6	49.8	48.7	40.6
Freshman take orders	14.7	20.9	41.5	37.8	11.7	14.2	24.5	26.9
Not much to do except study	43.2	40.3	37.7	31.9	21.9	17.0	34.3	29.8
Student felt lost on campus	30.8	32.3	36.6	33.3	42.2	40.4	36.7	35.1
College builds poise	55.8	61.9	73.3	73.6	76.7	78.7	69.4	72.1
Athletics overemphasized	8.6	7.4	10.7	7.8	13.0	11.9	10.8	8.8
Classes usually informal	60.7	64.1	60.9	65.4	62.9	61.3	61.5	63.9
Students are like numbers	23.9	17.6	22.5	19.7	46.8	43.5	30.5	25.9
PERCENTAGE REPORTING THAT DURING THE FIRST YEAR THERE WAS NOT ENOUGH:								
Freedom in course selection	18.8	15.8	29.0	26.7	22.7	23.5	24.1	23.1
Social life	27.8	24.8	31.8	25.0	27.3	18.4	29.2	23.1
Personal contact with peers	20.7	21.2	17.2	18.7	27.8	29.8	21.5	22.5
Course work required	12.5	10.1	12.5	9.9	11.3	9.5	12.1	9.8
Outlets for creative activity	44.6	49.7	47.9	48.5	42.6	46.1	45.3	48.1
Sleep	40.9	42.1	45.9	53.2	49.6	61.3	45.7	52.7
Exercise	31.5	38.4	31.6	41.5	39.4	39.6	34.0	40.2
Personal contact with faculty	34.1	34.4	42.7	47.2	58.7	61.0	45.3	47.8
Personal contact with family	15.7	14.0	19.1	14.1	17.1	14.7	17.5	14.2
Advice and guidance	37.0	32.9	44.6	44.7	51.2	51.2	44.5	43.6

1966-1967
Norms for the First Year of College for Basic Types of Institutions: Male and Female

ITEM	2-Yr. Colleges		4-Yr. Colleges		Universities		All Institutions	
	Male	Female	Male	Female	Male	Female	Male	Female
PERCENTAGE REPORTING MINOR OR NO COLLEGE DISCIPLINARY ACTION IF STUDENT WERE TO:								
Come in two hours late	98.7	87.2	94.4	73.0	98.7	73.6	97.0	76.8
Cheat on exams	6.7	6.1	10.6	12.6	8.2	10.5	8.7	10.4
Drink in living quarters	10.4	4.6	19.5	11.3	36.3	19.8	22.2	11.9
Get drunk	79.2	73.2	68.1	66.2	85.6	78.1	76.8	71.3
Bring date in room (day)	13.7	10.0	19.4	13.2	27.2	21.1	20.2	14.7
Bring date in room (night)	6.9	6.1	12.6	7.2	20.9	14.3	14.5	8.9
Stay off campus without permission	25.7	8.1	60.4	15.0	69.6	21.8	53.4	15.1
Organize demonstration	89.7	84.3	78.3	82.0	88.0	84.2	84.7	83.2
Publish off-color story	87.6	84.9	80.3	80.5	87.7	83.9	84.7	82.6
Participate in water fight or raid	92.4	93.0	87.6	86.5	88.9	85.5	89.4	87.9
Use LSD	4.6	3.4	7.8	10.5	10.8	15.0	7.9	10.0
Use marijuana	4.5	3.9	7.7	11.0	10.8	15.1	7.7	10.4
PERCENTAGE REPORTING VERY DESCRIPTIVE OF ATMOSPHERE OF THE COLLEGE*								
Intellectual	9.9	11.4	23.5	24.1	27.7	25.8	20.9	21.4
Snobbish	7.0	9.5	7.0	5.8	9.6	9.5	7.8	7.8
Social	25.3	31.0	25.6	31.0	40.9	46.7	30.3	35.4
Victorian	6.0	7.9	10.3	9.0	7.0	5.4	8.0	7.7
Practical-minded	33.3	32.2	33.8	31.8	29.8	27.3	32.4	30.6
Warm	29.7	39.4	35.0	50.5	26.5	35.7	30.8	43.5
Realistic	33.7	36.8	36.9	39.1	37.1	38.3	36.1	38.3
Liberal	25.9	25.4	28.5	28.2	25.1	34.6	29.8	29.2
OVER-ALL EVALUATION OF THE COLLEGE								
Very satisfied	21.4	25.2	29.0	31.8	33.8	38.4	28.3	32.0
Satisfied	47.5	46.1	42.0	41.2	41.6	38.2	43.5	41.6
On the fence	18.0	16.9	15.7	15.7	14.3	13.5	15.9	15.4
Dissatisfied	8.3	8.1	8.8	7.7	7.1	7.3	8.1	7.7
Very dissatisfied	4.9	3.7	4.4	3.5	3.2	2.5	4.2	3.3

*Item repeated in follow-up from entering freshman information form.

(1) Frequently only, all other items in this group are reported for frequently plus occasionally.

1966-1967
Norms for the First Year of College for Basic Types of Institutions: Both Sexes

ITEM	Two Year Colleges	Four Year Colleges	Universities	All Institutions
FIRST YEAR GRADE POINT AVERAGES				
A or A+	1.0	1.3	1.9	1.4
A-	2.4	3.1	4.3	3.3
B+	6.2	7.1	8.7	7.3
B	11.7	12.7	12.1	12.3
B-	14.0	15.7	15.8	15.3
C+	23.4	22.6	20.2	22.1
C	35.0	29.8	28.6	30.8
D	6.3	7.6	8.3	7.5
REPORTED MAJOR SOURCES OF FINANCIAL SUPPORT FOR FIRST COLLEGE YEAR				
Family	47.8	55.2	61.3	55.0
Employment During College	15.5	3.8	3.0	6.7
Employment During Summer	18.8	9.7	9.9	12.2
Scholarship or gift from:				
State or Local Government	1.6	3.4	1.8	2.4
Federal Government	4.0	3.3	2.6	3.3
Private Source	2.3	2.4	2.4	2.4
College	1.3	2.6	3.4	2.5
Repayable loans from:				
College	0.4	1.0	0.4	0.6
State or Local Government	0.5	2.1	0.5	1.2
Federal Government	2.1	4.1	2.1	3.0
Bank or Commercial Organization	1.3	2.7	2.0	2.1
Other	0.5	0.6	0.5	0.5
Other Sources	6.8	4.2	4.4	4.9
AMOUNT EARNED DURING ACADEMIC YEAR				
None	33.9	48.4	51.8	45.5
Under $200	19.9	25.8	24.1	23.7
$200 - 399	13.4	10.3	9.2	10.8
$400 - 599	8.4	5.4	5.1	6.1
$600 - 799	5.7	3.1	3.1	3.8
$800 - 999	3.8	2.1	2.0	2.5
$1,000 or more	15.0	4.9	4.6	7.5
AMOUNT OF EDUCATION COMPLETED				
Less than one term	9.6	4.0	3.0	5.2
More than one term but less than academic year	13.3	6.8	7.2	8.6
One academic year	62.4	76.9	74.3	72.3
More than one academic year	14.7	12.3	15.6	13.9
DROP-OUT/TRANSFER STATUS				
Did not leave, plan to return to same college	67.3	77.8	80.4	75.8
Did not leave, do not plan to return to same college	13.7	9.4	7.7	10.1
Left, unsatisfactory academic work	2.7	3.6	3.5	3.3
Left, disciplinary reasons	0.4	0.3	0.1	0.3
Left, voluntary reasons	16.0	8.9	8.3	10.6

1966-1967
Norms for the First Year of College for Basic Types of Institutions: Both Sexes

ITEM	Two Year Colleges	Four Year Colleges	Universities	All Institutions
SECOND YEAR PLANS				
Will enroll full-time	74.4	90.0	90.1	85.8
Will not enroll full-time because:				
Change in interests/goals	4.1	1.8	1.6	2.3
Dissatisfaction with college	1.8	0.8	0.9	1.1
Limited finances	4.8	1.9	1.9	2.7
Marriage	3.0	1.5	1.3	1.9
Poor academic performance	1.9	1.8	1.9	1.9
The draft	1.8	0.4	0.4	0.8
Illness/accident	0.7	0.3	0.2	0.4
Other reason	7.4	1.5	1.7	3.2
HIGHEST ACADEMIC DEGREE PLANNED*				
None	9.3	3.9	3.4	5.2
Associate (or equivalent)	17.6	1.7	1.6	6.0
Bachelor's degree (B.A., B.S.)	37.7	37.1	39.3	37.9
Master's degree (M.A., M.S.)	24.7	40.2	33.3	34.0
Ph.D. or Ed.D.	4.7	10.5	11.3	9.2
M.D., D.D.S., D.V.M.	1.5	3.2	6.4	3.7
LL.B. or J.D.	0.9	1.9	3.2	2.0
B.D.	0.3	0.3	0.1	0.2
Other	3.2	1.3	1.4	1.8
PROBABLE CAREER OCCUPATION*				
Artist (including performer)	5.1	5.5	7.5	6.0
Businessman	10.0	8.5	9.8	9.3
Clergyman	1.2	0.9	0.5	0.9
College professor	1.9	2.9	2.3	2.5
Doctor (M.D.)	1.0	2.9	5.4	3.0
Educator (secondary)	9.7	17.3	11.2	13.4
Elementary teacher	7.3	12.8	7.0	9.6
Engineer	9.8	4.3	7.7	6.8
Farmer	2.0	1.3	1.3	1.5
Health Professional (non-M.D.)	3.5	3.6	5.3	4.1
Lawyer	1.9	3.0	4.4	3.1
Nurse	4.8	1.7	3.1	2.9
Research scientist	1.1	2.7	3.6	2.6
Other choice	33.6	24.0	21.3	25.8
Undecided	7.1	8.8	9.5	8.6
COLLEGE RESIDENCE DURING WINTER-SPRING TERM				
With Parents	57.6	23.8	22.6	32.6
Other Private Home, Apartment, or Room	15.9	5.1	4.2	7.7
College Dormitory	18.6	67.8	67.5	54.5
Fraternity or Sorority House	0.2	0.7	3.1	1.3
Other Campus Housing	1.5	1.2	1.4	1.3
Other	6.2	1.5	1.1	2.7

1966-1967
Norms for the First Year of College for Basic
Types of Institutions: Both Sexes

ITEM	Two Year Colleges	Four Year Colleges	Universities	All Institutions
PERCENTAGE REPORTING THAT DURING FIRST YEAR THEY:*				
Voted in student election (1)	43.1	50.1	45.9	47.0
Came late to class	61.8	65.4	72.2	66.5
Listened to dixieland jazz	31.8	29.6	32.0	31.0
Gambled with cards or dice	26.4	25.3	29.5	26.8
Played a musical instrument	35.6	41.4	43.0	40.3
Took a nap or rest	75.6	89.5	90.7	86.1
Drove a car (1)	70.9	34.7	36.5	45.0
Stayed up all night	53.4	62.0	65.9	60.9
Studied in the library (1)	36.9	36.5	34.8	36.1
Attended a ballet performance	8.0	12.8	11.0	11.0
Participated on speech team	9.6	7.8	4.4	7.2
Acted in plays	7.3	7.3	4.5	6.5
Sang in a choir or glee club	14.4	14.2	9.8	12.9
Argued with other students (1)	9.0	16.0	18.3	14.8
Called a teacher by first name	14.6	15.2	17.8	15.9
Wrote article for school paper	8.6	8.7	5.9	7.9
Had a blind date	36.2	50.7	61.4	49.9
Wrote a short story or poem	31.6	34.0	33.1	33.1
Played in a school band	3.1	3.9	3.1	3.5
Played in a school orchestra	1.6	2.2	1.6	1.8
Smoked cigarettes (1)	24.9	23.8	24.7	24.4
Attended Sunday school	39.1	30.7	26.5	31.7
Checked out a library book (1)	41.9	43.9	32.7	40.0
Went to the movies (1)	32.8	30.1	32.4	31.5
Discussed how to make money	82.1	82.2	81.1	81.9
Said grace before meals (1)	32.6	24.0	17.5	24.4
Prayed (1)	42.4	43.3	36.5	41.1
Listened to folk music (1)	24.3	29.3	29.9	28.1
Attended a public concert	54.8	75.8	68.7	68.0
Made wisecracks in class	42.7	41.7	42.6	42.3
Arranged date for other student	41.0	50.7	57.3	50.1
Went to an over-night party	31.8	32.6	34.8	33.1
Took dietary formula	15.3	15.2	15.1	15.2
Drank beer	60.2	66.8	71.9	66.6
Overslept and missed a class	35.6	52.8	57.1	49.4
Typed a homework assignment (1)	29.6	33.1	32.4	32.0
Participated in informal sing	46.1	61.4	57.5	56.1
Drank wine	35.5	41.2	46.3	41.1
Cribbed on an examination	16.8	14.3	12.3	14.3
Turned in a paper late	41.4	37.5	39.2	39.1
Tried on clothes without buying	58.3	61.7	60.1	60.3
Asked questions in class (1)	35.0	33.8	29.1	32.7
Attended church (1)	48.6	49.2	39.0	46.0
Participated in racial demonstration	2.5	3.8	3.6	3.5
Participated in administrative policy demonstration	6.0	17.2	10.7	12.3
Participated in war demonstration	2.3	4.1	4.6	3.8
Had psychotherapy or counseling	14.1	14.2	13.0	13.8
Tried changing grade	26.2	30.4	32.8	29.9
Slept or dozed in class	37.3	46.4	51.6	45.5
Got traffic ticket	22.2	12.4	16.8	16.4
Tutored another student	45.1	53.4	55.0	51.6

1966-1967
Norms for the First Year of College for Basic
Types of Institutions: Both Sexes

ITEM	Two Year Colleges	Four Year Colleges	Universities	All Institutions
FIRST YEAR COLLEGE EXPERIENCES				
Elected to student office	9.9	11.3	9.5	10.4
Played on varsity athletic team	7.8	10.8	5.9	8.6
Changed career plans	33.5	31.5	34.0	32.8
Failed a course	25.2	24.4	26.3	25.2
Changed major field	24.6	27.8	30.7	27.8
Fell in love	25.2	25.8	26.3	25.8
Got married	4.3	2.5	2.3	2.9
Had lead in play	2.2	2.0	1.1	1.8
Wrote an article	6.5	7.5	5.2	6.5
Received health center care	11.8	41.8	48.2	35.7
Participated in honors program	7.8	8.6	12.5	9.5
PERCENTAGE REPORTING ORGANIZATION MEMBERSHIP IN:				
Nat'l social frat. or sorority	5.5	12.7	21.2	13.3
Local social frat. or sorority	3.4	4.4	1.8	3.4
Intramural athletic team	12.4	20.7	19.9	18.2
College athletic team	7.1	11.4	7.4	9.0
Choir or glee club	8.2	8.0	4.4	7.0
Marching band	1.7	2.3	1.9	2.0
Honorary fraternity	2.8	2.3	3.5	2.8
TOTAL FIRST YEAR COUNSELING RECEIVED				
None	63.2	69.8	69.9	68.1
One hour or less	19.9	14.9	15.4	16.4
2 - 3 hours	10.8	9.0	9.4	9.6
4 - 5 hours	2.3	2.1	2.0	2.1
More than 5 hours	3.8	4.2	3.3	3.8
PERCENTAGE REPORTING TRAIT SELF-RATINGS ABOVE AVERAGE*				
Academic ability	45.9	58.0	66.8	57.3
Athletic ability	33.8	35.1	36.3	35.0
Artistic ability	22.6	22.9	25.7	23.6
Cheerfulness	57.1	57.0	57.5	57.2
Defensiveness	31.1	32.3	34.2	32.5
Drive to achieve	50.3	55.6	58.7	55.2
Leadership ability	35.2	41.3	46.7	41.3
Mathematical ability	29.4	34.7	42.2	35.5
Mechanical ability	30.3	24.0	28.5	27.0
Originality	36.3	39.4	45.8	40.5
Political conservatism	14.0	14.8	18.7	15.7
Political liberalism	17.9	24.7	27.6	23.8
Popularity (general)	32.6	37.2	38.1	36.2
Popularity (with opposite sex)	33.1	34.1	35.5	34.2
Public speaking ability	20.3	25.9	28.1	25.1
Self-confidence (intellectual)	33.8	38.4	45.9	39.4
Self-confidence (social)	32.7	31.4	33.4	32.4
Sensitivity to criticism	30.7	36.8	39.8	36.1
Stubbornness	41.1	42.3	46.8	43.3
Understanding of others	65.3	69.2	69.8	68.3
Writing ability	27.1	33.7	37.6	33.1

1966-1967
Norms for the First Year of College for Basic Types of Institutions: Both Sexes

ITEM	Two Year Colleges	Four Year Colleges	Universities	All Institutions
PERCENTAGE REPORTING THAT STATEMENT APPLIES TO PRIMARY CLASS:				
Met only as scheduled	87.6	89.4	91.1	89.4
Had assigned seating	45.5	33.8	35.3	37.4
Lectures followed text	46.9	38.8	37.8	40.7
Instructor called students by first name	53.4	43.9	26.8	41.4
Instructor encouraged discussion	64.4	61.8	52.8	59.8
Individual knew instructor's first name	54.8	58.0	48.9	54.4
Individual went to instructor's office	54.6	61.5	55.0	57.7
Instructor was enthusiastic	72.4	74.0	72.6	73.2
Instructor had sense of humor	76.8	74.4	73.6	74.8
Instructor was dull	17.6	20.7	22.5	20.4
Instructor knew individual by name	81.5	76.3	57.5	72.1
Individual argued with instructor	24.1	24.1	20.5	23.0
Individual typed assignments	26.2	28.2	27.1	27.3
Individual visited instructor's home	4.5	6.8	4.2	5.4
PERCENTAGE REPORTING THAT STATEMENT APPLIES TO THIS COLLEGE*				
Great pressure for high grades	25.6	44.4	54.8	42.4
Little school spirit	53.9	49.0	43.4	48.7
Student academic calibre high	19.8	49.8	54.0	43.0
Keen competition for grades	31.0	46.6	53.8	44.5
Freshman take orders	17.7	39.4	12.9	25.7
Not much to do except study	41.8	34.4	19.5	32.0
Student felt lost on campus	31.5	34.8	41.3	35.8
College builds poise	58.8	73.5	77.7	70.8
Athletics overemphasized	8.0	9.1	12.4	9.8
Classes usually informal	62.3	63.4	62.1	62.7
Students are like numbers	20.9	21.0	45.2	28.1
PERCENTAGE REPORTING THAT DURING THE FIRST YEAR THERE WAS NOT ENOUGH:				
Freedom in course selection	17.4	27.7	23.1	23.6
Social life	26.4	28.0	22.9	26.1
Personal contact with peers	20.9	18.0	28.8	22.0
Course work required	11.3	11.0	10.4	10.9
Outlets for creative activity	47.1	48.2	44.3	46.8
Sleep	41.5	50.0	55.3	49.3
Exercise	34.8	37.1	39.5	37.2
Personal contact with faculty	34.3	45.2	59.8	46.6
Personal contact with family	14.9	16.3	15.9	15.8
Advice and guidance	35.0	44.7	51.2	44.0

1966-1967
Norms for the First Year of College for Basic Types of Institutions: Both Sexes

ITEM	Two Year Colleges	Four Year Colleges	Universities	All Institutions
PERCENTAGE REPORTING MINOR OR NO COLLEGE DISCIPLINARY ACTION IF STUDENT WERE TO:				
Come in two hours late	93.1	82.5	86.5	86.5
Cheat on exams	6.4	11.7	9.3	9.6
Drink in living quarters	7.6	15.0	28.2	16.9
Get drunk	76.2	67.1	81.9	73.9
Bring date in room (day)	11.8	16.0	24.2	17.3
Bring date in room (night)	8.0	9.7	17.7	11.6
Stay off campus without permission	17.1	35.2	46.3	33.7
Organize demonstration	87.0	80.4	86.2	83.9
Publish off-color story	86.3	80.4	85.8	83.6
Participate in water fight or raid	92.6	87.0	87.2	88.6
Use LSD	4.1	9.3	12.9	9.0
Use marijuana	4.2	9.4	12.9	9.0
PERCENTAGE REPORTING VERY DESCRIPTIVE OF ATMOSPHERE OF THE COLLEGE*				
Intellectual	10.6	23.8	26.8	21.2
Snobbish	8.2	6.3	9.5	7.8
Social	28.1	28.6	43.7	32.9
Victorian	6.9	9.6	6.2	7.9
Practical-minded	32.8	32.7	28.6	31.5
Warm	34.4	43.6	31.0	37.4
Realistic	35.2	38.2	37.7	37.2
Liberal	25.6	28.3	34.8	29.5
OVER-ALL EVALUATION OF THE COLLEGE				
Very satisfied	23.2	30.6	36.0	30.2
Satisfied	46.8	41.6	40.0	42.5
On the fence	17.5	15.7	13.9	15.6
Dissatisfied	8.2	8.2	7.2	7.9
Very dissatisfied	4.3	3.9	2.9	3.7

*Item repeated in follow-up from entering freshman information form.

(1) Frequently only, all other items in this group are reported for frequently plus occasionally.

1966-1967
Norms for the First Year of College for Types of Four-Year Colleges: Male and Female

ITEM	Public Colleges		Private Nonsectarian Colleges		Roman Catholic Colleges		Protestant Denominational Colleges		Predominantly Negro Colleges	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
FIRST YEAR GRADE POINT AVERAGES										
A or A+	1.0	1.4	1.4	1.4	2.6	2.0	1.2	1.7	0.0	0.2
A-	2.2	3.6	2.6	3.4	5.0	5.2	1.8	5.0	1.1	0.4
B+	4.8	8.2	6.7	9.0	5.8	11.4	5.1	8.8	4.5	3.9
B	9.4	14.7	11.8	16.0	9.3	18.3	8.1	16.3	8.4	8.9
B-	12.4	17.2	16.1	20.1	15.7	18.6	13.6	15.5	15.1	11.3
C+	22.3	22.6	20.7	23.3	21.4	21.6	22.7	22.0	28.9	26.8
C	35.5	25.9	32.2	23.3	33.1	20.0	36.4	25.9	34.3	41.6
D	12.4	6.4	8.6	3.5	7.1	2.9	11.2	4.9	7.8	7.0
REPORTED MAJOR SOURCES OF FINANCIAL SUPPORT FOR FIRST COLLEGE YEAR										
Family	40.7	60.6	56.9	69.6	47.8	59.2	56.0	65.6	34.6	45.9
Employment During College	9.3	2.9	2.3	1.4	3.6	2.2	1.4	1.2	6.5	3.4
Employment During Summer	21.6	6.8	8.7	1.7	14.9	4.4	10.8	3.5	9.7	4.7
Scholarship or gift from:										
State or Local Government	3.0	4.2	4.1	2.7	5.0	4.5	1.9	1.5	4.2	2.6
Federal Government	7.5	1.5	2.9	1.7	2.2	1.9	3.1	1.3	7.4	4.5
Private Source	1.7	2.3	2.7	3.3	1.3	3.7	2.3	2.0	3.4	3.0
College	1.6	0.8	4.0	4.5	2.5	3.8	3.2	3.2	9.9	4.1
Repayable loans from:										
College	0.2	0.5	0.7	0.7	0.5	0.9	0.4	0.5	4.4	9.5
State or Local Government	1.6	3.1	2.9	0.8	2.5	1.9	1.9	1.4	2.3	1.3
Federal Government	2.5	5.2	2.3	2.5	2.9	5.0	2.8	4.4	6.3	12.9
Bank or Commercial Organization	2.2	1.8	3.4	3.6	3.6	3.3	3.4	4.0	1.9	1.7
Other	0.5	0.6	0.6	0.3	1.4	0.8	0.7	0.6	1.3	1.1
Other Sources	5.6	4.3	3.7	2.3	4.4	3.8	4.0	2.9	2.2	5.4
AMOUNT EARNED DURING ACADEMIC YEAR										
None	38.4	55.0	41.2	52.0	41.6	50.4	41.7	49.8	55.3	73.5
Under $200	21.2	24.5	31.0	31.3	24.8	27.8	31.5	33.3	15.5	11.6
$200 - 399	10.5	8.6	13.8	9.7	13.3	10.8	12.6	9.9	8.4	6.7
$400 - 599	7.8	4.5	4.7	3.6	7.3	5.0	4.8	4.0	9.4	4.8
$600 - 799	4.4	3.2	3.0	1.7	3.5	2.6	3.0	1.9	5.2	1.2
$800 - 999	3.6	2.0	2.0	0.7	3.4	1.7	1.7	0.4	2.3	1.7
$1,000 or more	14.1	2.3	4.2	0.8	6.1	1.6	4.8	0.6	3.8	0.5
AMOUNT OF EDUCATION COMPLETED										
Less than one term	6.1	4.0	3.6	2.1	2.4	2.2	3.4	1.7	8.0	7.1
More than one term but less than academic year	10.6	6.7	6.3	3.5	6.5	4.1	5.3	3.8	8.1	8.9
One academic year	72.8	76.0	81.1	81.3	81.9	77.1	79.5	78.9	74.3	70.6
More than one academic year	10.6	13.4	9.0	13.1	9.2	16.5	11.8	15.5	9.6	13.4
DROP-OUT/TRANSFER STATUS										
Did not leave, plan to return to same college	75.9	79.1	80.4	80.4	75.0	75.0	74.0	75.6	78.9	81.6
Did not leave, do not plan to return to same college	7.5	8.3	7.8	9.9	11.2	14.1	13.3	14.9	6.4	5.6
Left, unsatisfactory academic work	5.7	2.8	3.9	2.2	5.1	1.5	4.8	1.5	5.2	4.4
Left, disciplinary reasons	0.4	0.1	0.9	0.2	0.2	0.0	0.6	0.1	0.9	0.3
Left, voluntary reasons	10.4	9.8	7.0	7.4	8.4	9.4	7.3	8.0	8.7	8.1

1966-1967
Norms for the First Year of College for Types of Four-Year Colleges: Male and Female

ITEM	Public Colleges		Private Nonsectarian Colleges		Roman Catholic Colleges		Protestant Denominational Colleges		Predominantly Negro Colleges	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
SECOND YEAR PLANS										
Will enroll full-time	89.6	86.7	93.8	92.3	95.0	90.9	92.5	91.7	87.5	84.1
Will not enroll full-time because:										
Change in interests/goals	1.0	3.1	1.0	1.8	0.7	1.5	1.4	1.9	0.8	1.6
Dissatisfaction with college	1.0	0.8	0.8	0.8	0.2	0.7	1.3	0.7	0.5	0.7
Limited finances	2.2	2.1	1.0	1.0	0.8	1.8	0.9	1.0	5.0	5.7
Marriage	0.2	3.5	0.2	1.3	0.3	1.6	0.6	1.8	0.9	1.4
Poor academic performance	2.8	1.9	1.2	1.2	1.0	1.1	1.8	1.2	2.8	2.1
The draft	1.3	0.0	0.6	0.0	0.2	0.0	0.9	0.0	0.3	0.0
Illness/accident	0.3	0.3	0.2	0.4	0.2	0.4	0.0	0.4	0.0	0.9
Other reason	1.5	1.6	1.1	1.2	1.6	1.9	0.7	1.2	2.2	3.5
HIGHEST ACADEMIC DEGREE PLANNED*										
None	2.9	5.9	2.9	3.0	1.7	3.9	3.3	4.5	3.3	2.7
Associate (or equivalent)	1.8	2.5	0.6	2.9	0.7	0.9	0.8	1.5	0.6	1.4
Bachelor's degree (B.A., B.S.)	33.6	39.7	26.4	43.7	32.4	50.6	30.7	51.6	16.4	27.1
Master's degree (M.A., M.S.)	39.6	45.3	36.8	39.8	34.0	35.4	35.2	34.3	38.8	53.9
Ph.D. or Ed.D.	13.1	4.3	21.2	7.4	15.4	6.0	14.5	5.1	25.4	12.8
M.D., D.D.S., D.V.M.	4.5	0.6	6.6	2.0	7.8	1.3	8.0	0.9	6.4	1.1
LL.B. or J.D.	2.7	0.2	4.4	0.7	7.3	0.4	4.0	0.3	5.1	0.3
B.D.	0.4	0.2	0.1	0.1	0.1	0.0	2.2	0.2	0.5	0.0
Other	1.4	1.4	0.9	0.5	0.8	1.5	1.3	1.8	3.4	0.7
PROBABLE CAREER OCCUPATION*										
Artist (including performer)	2.7	4.9	5.4	11.8	4.0	7.2	3.9	7.4	4.1	4.6
Businessman	14.9	2.4	14.4	2.3	23.7	2.2	19.0	1.4	16.0	4.8
Clergyman	0.6	0.2	0.4	0.4	4.8	1.0	4.9	1.2	0.8	0.0
College professor	4.2	2.0	4.0	2.6	3.5	2.1	3.3	2.1	2.4	2.4
Doctor (M.D.)	3.2	0.4	5.5	1.4	7.1	1.1	7.4	0.6	5.5	0.2
Educator (secondary)	15.4	26.1	10.8	15.1	7.9	14.2	11.6	20.8	13.5	13.5
Elementary teacher	1.6	27.0	1.0	14.3	0.1	18.5	1.3	20.7	2.5	17.5
Engineer	13.2	0.1	8.1	0.1	5.1	0.1	3.9	0.1	5.9	0.0
Farmer or Forester	3.0	0.1	2.9	0.2	0.4	0.0	3.4	0.1	1.2	0.0
Health Professional (non-M.D.)	1.7	5.1	1.9	3.3	1.1	7.4	1.6	4.2	3.5	6.7
Lawyer	4.7	0.3	6.1	0.7	10.8	0.7	6.6	0.2	8.9	0.5
Nurse	0.1	1.8	0.0	2.9	0.0	8.6	0.0	4.0	0.0	1.5
Research scientist	3.6	1.0	6.7	2.3	3.6	2.5	3.9	1.3	2.7	1.0
Other choice	22.3	21.4	21.7	29.9	20.2	26.6	18.6	26.1	28.6	43.1
Undecided	8.6	7.4	11.1	12.8	7.9	7.8	10.4	9.7	4.4	3.9
COLLEGE RESIDENCE DURING WINTER-SPRING TERM										
With Parents	33.0	32.2	15.4	10.3	24.8	27.1	12.7	8.8	22.5	22.6
Other Private Home, Apartment, or Room	11.5	4.6	2.6	1.6	3.1	2.8	3.9	1.7	6.7	4.0
College Dormitory	49.7	60.3	78.9	87.1	69.3	67.2	79.5	87.7	66.0	69.5
Fraternity or Sorority House	1.6	0.5	1.0	0.2	0.4	0.1	0.9	0.2	0.0	0.2
Other Campus Housing	1.2	0.7	1.2	0.2	1.1	0.8	1.8	0.9	3.8	2.0
Other	2.4	1.6	1.0	0.6	1.4	1.9	1.3	0.7	1.1	1.6

1966-1967
Norms for the First Year of College for Types of Four-Year Colleges: Male and Female

ITEM	Public Colleges		Private Nonsectarian Colleges		Roman Catholic Colleges		Protestant Denominational Colleges		Predominantly Negro Colleges	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
PERCENTAGE REPORTING THAT DURING FIRST YEAR THEY:*										
Voted in student election (1)	38.8	44.9	45.3	63.7	57.6	65.9	52.4	61.9	58.5	55.3
Came late to class	61.2	63.9	71.5	69.7	66.1	65.7	67.4	61.4	76.1	67.7
Listened to dixieland jazz	31.9	26.6	28.7	29.9	38.9	32.9	34.7	30.1	30.0	15.6
Gambled with cards or dice	44.9	11.1	41.7	10.2	50.6	14.8	45.0	8.4	20.9	8.2
Played a musical instrument	31.8	45.2	34.3	53.8	32.4	51.8	37.4	57.9	37.0	24.0
Took a nap or rest	83.9	88.4	90.7	92.6	90.4	89.8	93.1	94.8	95.5	90.7
Drove a car (1)	52.0	38.8	30.6	19.1	36.9	31.9	30.5	20.0	25.8	16.7
Stayed up all night	59.3	58.7	65.8	68.2	63.8	62.5	66.5	60.4	70.2	61.0
Studied in the library (1)	31.5	40.0	29.1	38.1	28.7	43.9	30.5	41.8	43.4	47.1
Attended a ballet performance	6.7	15.1	6.3	23.5	5.4	20.7	4.4	8.7	27.5	27.8
Participated on speech team	4.5	8.2	8.2	6.2	9.4	9.8	7.7	6.5	13.0	18.2
Acted in plays	5.0	5.2	8.1	10.8	6.8	12.0	8.2	10.8	8.0	5.7
Sang in a choir or glee club	8.7	13.7	8.3	19.4	9.8	24.1	12.1	22.8	16.2	20.7
Argued with other students (1)	17.6	11.8	22.5	19.8	21.9	14.9	18.5	11.0	18.8	9.0
Called a teacher by first name	16.3	11.4	19.9	15.3	20.6	14.0	21.2	16.0	11.2	8.4
Wrote article for school paper	5.4	6.9	11.1	10.9	9.2	11.9	9.8	13.1	8.8	8.0
Had a blind date	45.8	55.7	46.0	68.0	40.0	65.3	46.7	50.8	28.0	22.7
Wrote a short story or poem	23.4	36.5	28.5	47.0	31.1	41.8	32.0	41.2	32.9	33.5
Played in a school band	3.8	3.3	4.4	2.1	2.1	0.7	7.5	6.4	13.0	3.1
Played in a school orchestra	1.7	1.8	1.8	2.4	1.4	1.3	3.2	3.4	7.3	2.1
Smoked cigarettes (1)	23.5	21.4	25.7	30.8	27.9	25.6	26.2	19.8	21.9	17.8
Attended Sunday school	32.6	29.5	17.9	22.6	18.2	19.1	34.2	44.8	62.0	59.5
Checked out a library book (1)	30.4	47.1	35.8	56.6	39.9	61.3	38.5	50.7	44.5	52.9
Went to the movies (1)	28.5	32.3	29.8	35.3	31.5	26.9	25.0	29.1	28.1	26.9
Discussed how to make money	85.9	79.9	84.6	77.8	87.8	79.4	85.3	80.6	88.4	75.1
Said grace before meals (1)	21.1	14.2	9.0	23.6	19.8	45.5	21.3	40.2	53.9	65.2
Prayed (1)	29.2	50.1	23.8	40.3	46.5	74.2	31.4	54.1	48.7	71.6
Listened to folk music (1)	21.6	35.0	23.3	42.0	26.7	44.0	21.9	37.7	6.5	5.3
Attended a public concert	63.8	82.1	65.7	85.1	64.0	78.9	71.3	88.3	84.7	82.8
Made wisecracks in class	47.8	34.7	52.6	40.3	55.1	47.9	45.3	33.8	36.4	22.9
Arranged date for other student	44.9	53.2	43.9	65.4	43.5	57.4	48.3	56.0	49.1	39.0
Went to an over-night party	30.1	29.8	37.4	44.7	29.4	31.3	36.7	33.5	35.5	16.8
Took dietary formula	5.1	22.7	5.4	27.0	5.2	28.6	4.4	21.9	5.1	13.0
Drank beer	74.4	61.3	77.5	68.0	85.7	70.3	71.5	47.3	65.0	42.8
Overslept and missed a class	50.8	47.3	62.5	58.0	56.2	47.5	63.0	52.5	52.9	48.4
Typed a homework assignment (1)	20.3	38.4	28.2	49.6	37.2	42.3	26.1	38.8	20.6	24.6
Participated in informal sing	45.7	67.1	47.3	72.8	62.4	82.2	55.3	80.3	53.6	54.1
Drank wine	34.3	45.5	43.6	58.7	42.1	55.9	34.3	34.8	22.0	10.0
Cribbed on an examination	16.4	11.5	15.9	9.0	24.9	11.3	13.2	6.5	36.0	27.5
Turned in a paper late	38.0	35.5	38.8	38.9	36.9	37.8	39.4	36.0	50.2	35.4
Tried on clothes without buying	37.1	83.9	34.5	82.6	36.6	82.0	38.0	80.6	39.7	69.1
Asked questions in class (1)	33.6	27.4	35.2	39.2	34.2	39.2	34.9	33.4	50.5	39.5
Attended church (1)	43.2	52.6	29.3	36.5	77.7	89.3	34.0	55.2	47.7	62.3
Participated in racial demonstration	1.7	2.5	4.2	5.0	2.9	5.2	3.0	3.4	21.7	9.6
Participated in administrative policy demonstration	13.1	12.9	20.3	19.0	23.4	11.8	21.3	19.9	34.3	32.5
Participated in war demonstration	7.9	3.4	7.6	7.7	3.8	3.7	3.4	2.3	7.4	2.0
Had psychotherapy or counseling	10.7	12.6	13.3	16.5	22.4	20.7	11.4	14.3	18.1	21.1
Tried changing grade	35.2	26.2	39.0	25.0	39.2	25.6	36.9	25.6	28.2	22.2
Slept or dozed in class	51.6	38.8	52.7	42.2	53.1	46.9	52.9	42.1	54.3	48.0
Got traffic ticket	23.7	7.7	16.5	5.8	20.4	8.0	16.9	3.0	13.7	2.1
Tutored another student	54.2	49.0	55.5	51.7	58.9	62.5	51.2	51.5	60.6	58.8

1966-1967
Norms for the First Year of College for Types
of Four-Year Colleges: Male and Female

ITEM	Public Colleges		Private Nonsectarian Colleges		Roman Catholic Colleges		Protestant Denominational Colleges		Predominantly Negro Colleges	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
FIRST YEAR COLLEGE EXPERIENCES										
Elected to student office	6.6	10.0	11.1	18.4	8.9	13.6	10.8	18.6	13.4	10.9
Played on varsity athletic team	13.9	3.2	22.4	9.1	12.7	4.3	26.2	6.3	23.5	4.4
Changed career plans	29.9	30.2	29.4	34.7	34.3	33.3	31.6	37.1	28.3	30.1
Failed a course	33.9	19.3	28.3	14.7	27.9	11.6	32.0	17.7	34.9	34.3
Changed major field	25.4	27.0	24.4	32.2	29.9	29.6	27.1	34.1	24.8	29.0
Fell in love	18.9	30.9	18.7	32.6	21.9	29.1	19.5	32.6	21.0	26.7
Got married	2.4	4.0	1.1	1.8	1.2	1.3	2.0	2.1	3.1	2.4
Had lead in play	1.0	1.1	2.6	3.1	2.6	2.6	3.4	3.7	2.2	1.3
Wrote an article	4.8	5.9	9.5	9.0	9.0	10.4	8.4	11.5	6.0	7.7
Received health center care	40.1	40.3	45.9	52.2	30.9	31.1	41.6	48.7	34.4	42.7
Participated in honors program	6.3	6.7	7.9	9.7	8.6	13.6	8.6	12.5	15.9	10.4
PERCENTAGE REPORTING ORGANIZATION MEMBERSHIP IN:										
Nat'l social frat. or sorority	14.0	7.6	21.0	13.1	10.5	6.7	21.7	14.3	14.1	8.9
Local social frat. or sorority	3.8	5.6	3.9	4.7	2.0	4.2	5.2	6.1	0.7	0.7
Intramural athletic team	26.7	8.4	36.6	16.6	41.4	10.3	39.3	17.7	23.7	8.6
College athletic team	15.7	4.0	26.4	7.5	13.4	3.7	24.9	5.8	18.1	2.8
Choir or glee club	4.8	7.4	4.9	12.1	4.8	14.3	7.5	13.5	8.0	9.6
Marching band	2.4	2.1	2.4	0.9	1.3	0.5	3.9	3.0	7.5	2.9
Honorary fraternity	2.3	2.4	1.7	2.1	2.2	2.6	2.8	2.9	1.3	1.3
TOTAL FIRST YEAR COUNSELING RECEIVED										
None	72.3	71.3	75.3	74.8	58.4	57.0	75.4	68.3	60.3	53.8
One hour or less	10.4	16.5	13.0	11.6	18.0	21.8	11.2	15.3	18.3	28.4
2 - 3 hours	9.4	7.8	6.7	7.5	12.7	12.9	8.7	11.3	11.3	8.7
4 - 5 hours	1.7	2.4	1.4	2.0	2.1	3.6	1.9	2.1	3.0	2.3
More than 5 hours	6.2	2.0	3.6	4.1	8.8	4.7	2.7	3.0	7.1	6.7
PERCENTAGE REPORTING TRAIT SELF-RATINGS ABOVE AVERAGE*										
Academic ability	57.7	59.2	63.1	66.7	59.4	60.8	57.1	59.2	37.8	24.4
Athletic ability	46.0	24.9	48.4	32.1	44.0	23.7	47.5	29.2	40.0	16.5
Artistic ability	17.4	26.0	20.1	34.7	17.6	25.8	18.7	28.3	14.5	10.8
Cheerfulness	50.5	58.1	51.4	61.9	55.8	61.7	54.0	66.1	63.5	61.1
Defensiveness	31.1	32.9	34.4	35.1	30.1	33.4	31.3	31.1	30.6	29.0
Drive to achieve	55.5	53.4	57.4	57.4	53.9	56.3	53.6	56.8	68.9	53.7
Leadership ability	46.1	35.4	47.9	45.8	42.9	37.6	47.6	38.6	45.6	26.1
Mathematical ability	44.5	29.1	46.1	32.4	37.0	30.1	37.4	26.7	25.6	17.5
Mechanical ability	39.2	15.0	37.1	16.3	26.4	13.8	36.9	14.0	22.7	5.4
Originality	37.0	36.0	43.7	49.8	38.4	40.7	42.3	42.8	34.1	28.4
Political conservatism	19.0	9.3	18.4	15.4	18.9	11.4	21.8	16.3	12.8	4.7
Political liberalism	24.3	23.1	29.8	30.3	30.9	26.0	25.1	19.4	26.1	13.1
Popularity (general)	36.6	33.0	40.1	41.8	40.7	36.5	40.0	38.6	47.1	32.6
Popularity (with opposite sex)	32.0	30.8	35.1	41.1	33.8	31.7	35.8	34.6	46.7	38.0
Public speaking ability	24.3	24.1	30.8	26.5	29.9	25.5	30.6	25.8	29.5	17.3
Self-confidence (intellectual)	41.0	31.9	46.8	41.8	46.2	36.9	42.2	34.8	46.6	29.5
Self-confidence (social)	31.3	27.1	34.4	35.7	36.0	30.9	35.2	29.3	42.3	30.1
Sensitivity to criticism	32.4	40.9	36.4	44.6	35.4	39.9	34.9	39.6	26.4	16.9
Stubbornness	41.6	43.9	44.5	47.2	43.2	46.7	40.9	43.3	22.4	21.9
Understanding of others	60.0	71.9	66.4	76.7	69.8	76.1	64.6	75.0	68.7	69.0
Writing ability	26.9	34.1	37.2	42.7	34.7	34.4	31.5	36.9	28.2	30.3

1966-1967
Norms for the First Year of College for Types of Four-Year Colleges: Male and Female

ITEM	Public Colleges		Private Nonsectarian Colleges		Roman Catholic Colleges		Protestant Denominational Colleges		Predominantly Negro Colleges	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
PERCENTAGE REPORTING THAT STATEMENT APPLIES TO PRIMARY CLASS:										
Met only as scheduled	91.3	90.8	89.2	86.9	91.7	86.6	90.6	88.7	84.8	82.8
Had assigned seating	39.8	33.8	30.6	23.7	43.4	34.0	35.9	30.2	30.8	33.2
Lectures followed text	48.2	35.3	35.2	24.9	46.2	38.9	42.6	33.1	49.2	50.0
Instructor called students by first name	33.2	47.1	38.5	55.8	45.9	66.8	51.1	53.9	12.1	13.5
Instructor encouraged discussion	56.2	61.6	60.2	67.0	65.5	65.9	59.8	62.3	72.2	68.1
Individual knew instructor's first name	50.5	51.8	63.9	65.2	67.8	58.3	69.3	67.8	56.8	54.0
Individual went to instructor's office	57.3	57.0	64.6	67.0	66.7	56.9	74.9	71.3	62.4	50.8
Instructor was enthusiastic	70.7	74.6	72.4	79.8	73.6	79.7	75.0	77.4	67.2	64.2
Instructor had sense of humor	73.2	73.3	73.4	76.7	75.6	77.2	77.2	77.8	71.5	69.7
Instructor was dull	21.8	22.0	22.7	17.9	23.0	16.9	20.4	18.7	16.9	18.6
Instructor knew individual by name	68.1	73.4	73.0	84.5	77.5	85.3	84.3	87.3	79.1	74.1
Individual argued with instructor	22.4	20.3	29.7	33.1	28.0	25.2	27.1	22.3	22.0	14.3
Individual typed assignments	16.5	30.7	27.8	44.9	34.1	35.7	23.6	31.6	19.1	18.2
Individual visited instructor's home	3.5	4.2	9.6	13.1	5.7	4.8	10.5	13.5	4.7	2.9
PERCENTAGE REPORTING THAT STATEMENT APPLIES TO THIS COLLEGE*										
Great pressure for high grades	53.2	41.3	43.2	32.1	49.5	40.6	46.1	40.3	55.1	52.5
Little school spirit	45.3	53.3	54.4	54.2	44.8	43.4	55.0	53.3	24.2	23.8
Student academic calibre high	47.1	45.7	51.2	58.8	53.3	62.0	51.0	51.1	51.1	36.3
Keen competition for grades	52.5	41.9	47.4	34.3	55.4	43.8	51.3	41.4	70.9	59.8
Freshman take orders	32.5	38.4	47.5	29.5	45.8	23.1	51.8	51.0	57.1	49.3
Not much to do except study	37.7	29.1	36.0	29.8	36.3	30.6	45.4	40.8	26.9	37.9
Student felt lost on campus	43.5	39.1	28.4	23.7	29.8	25.0	30.1	23.5	43.2	52.0
College builds poise	72.5	70.8	71.1	75.0	78.5	78.9	71.3	74.2	86.4	78.9
Athletics overemphasized	11.7	8.8	12.6	5.4	3.9	1.9	7.9	6.0	12.7	18.7
Classes usually informal	55.6	65.8	71.1	73.9	56.8	55.3	65.9	70.3	54.6	48.1
Students are like numbers	36.5	32.0	13.1	6.6	6.6	3.6	5.2	3.1	18.8	31.3
PERCENTAGE REPORTING THAT DURING THE FIRST YEAR THERE WAS NOT ENOUGH:										
Freedom in course selection	30.0	27.2	32.2	24.1	29.1	40.9	21.8	21.7	23.9	19.2
Social life	29.9	24.0	35.0	24.0	36.9	29.0	34.4	28.8	16.5	20.0
Personal contact with peers	22.7	24.2	12.0	15.5	12.5	13.6	14.0	11.8	11.6	13.8
Course work required	12.7	8.0	12.5	11.2	12.0	9.5	10.9	11.7	16.0	14.9
Outlets for creative activity	49.0	48.4	44.7	45.8	51.0	48.8	47.9	51.8	47.7	48.1
Sleep	47.4	54.0	43.8	55.2	39.4	51.7	47.4	54.1	51.6	44.3
Exercise	30.4	41.3	31.3	43.4	40.0	51.1	33.4	40.6	23.8	26.0
Personal contact with faculty	49.9	56.6	37.6	40.9	36.6	33.4	30.3	30.4	48.7	57.8
Personal contact with family	18.7	11.9	20.0	17.6	21.3	15.2	18.0	15.5	18.3	14.4
Advice and guidance	51.0	53.7	40.1	35.6	35.0	32.3	35.7	31.1	51.8	55.3

1966-1967
Norms for the First Year of College for Types
of Four-Year Colleges: Male and Female

ITEM	Public Colleges		Private Nonsectarian Colleges		Roman Catholic Colleges		Protestant Denominational Colleges		Predominantly Negro Colleges	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
PERCENTAGE REPORTING MINOR OR NO COLLEGE DISCIPLINARY ACTION IF STUDENT WERE TO:										
Come in two hours late	91.5	78.8	98.5	71.4	95.2	69.0	97.0	63.2	92.3	66.1
Cheat on exams	9.2	10.3	11.5	12.1	9.0	13.1	12.6	13.6	17.0	24.7
Drink in living quarters	15.1	12.1	32.4	15.0	18.3	4.4	9.4	6.3	27.0	16.5
Get drunk	73.9	81.7	72.3	66.0	65.6	58.4	48.7	37.8	53.9	38.4
Bring date in room (day)	16.5	13.3	31.3	21.9	16.1	7.0	14.6	11.6	7.9	4.2
Bring date in room (night)	11.1	8.3	22.4	11.7	7.4	2.9	7.1	5.1	4.2	1.3
Stay off campus without permission	48.8	17.5	77.9	17.9	51.6	5.9	73.9	15.0	61.0	5.8
Organize demonstration	73.4	84.1	84.9	87.1	82.1	79.3	81.2	79.1	76.7	66.6
Publish off-color story	79.2	83.0	85.9	85.5	71.8	74.8	78.1	74.5	85.5	73.5
Participate in water fight or raid	85.8	88.6	92.0	90.9	91.8	89.8	89.5	87.2	70.4	57.5
Use LSD	6.6	10.8	11.3	11.8	6.8	10.6	8.3	11.5	3.9	4.3
Use marijuana	6.1	11.3	11.8	12.6	6.6	10.6	7.6	11.5	3.5	4.1
PERCENTAGE REPORTING VERY DESCRIPTIVE OF ATMOSPHERE OF THE COLLEGE*										
Intellectual	21.2	19.6	25.7	28.8	24.1	33.5	20.9	21.0	38.6	32.9
Snobbish	5.7	3.5	9.2	11.3	4.7	8.2	8.0	4.3	9.4	6.1
Social	25.9	32.0	23.3	35.5	25.4	27.2	21.6	19.3	45.3	41.6
Victorian	10.2	5.7	8.4	9.1	8.0	11.4	13.5	14.6	15.4	14.8
Practical-minded	36.5	34.6	32.0	26.6	35.4	32.1	28.8	31.4	29.2	27.7
Warm	27.2	44.8	36.0	52.0	50.9	60.2	46.7	64.6	37.6	40.0
Realistic	39.0	43.0	34.1	32.6	42.0	37.8	31.9	35.5	35.6	39.8
Liberal	27.8	31.5	29.8	30.6	33.6	24.9	24.1	17.0	30.3	28.5
OVER-ALL EVALUATION OF THE COLLEGE										
Very satisfied	27.9	31.6	31.6	36.8	31.7	31.7	26.8	32.1	27.1	21.4
Satisfied	44.6	43.1	37.4	33.5	40.7	38.8	39.7	39.2	50.3	55.9
On the fence	15.4	15.1	16.3	16.6	13.4	16.1	18.0	16.3	14.1	15.2
Dissatisfied	8.2	7.0	9.9	9.0	9.5	10.1	9.2	8.1	6.5	5.1
Very dissatisfied	3.8	3.2	4.8	4.1	4.7	3.3	6.3	4.3	2.1	2.4

*Item repeated in follow-up from entering freshman information form.

(1) Frequently only, all other items in this group are reported for frequently plus occasionally.

1966-1967
Norms for the First Year of College for Types of Four-Year Colleges: Both Sexes

ITEM	Public Colleges	Private Nonsectarian Colleges	Roman Catholic Colleges	Protestant Denominational Colleges	Predominantly Negro Colleges
FIRST YEAR GRADE POINT AVERAGES					
A or A+	1.3	1.4	2.2	1.5	0.1
A-	3.0	3.0	5.1	3.6	0.6
B+	6.7	7.8	9.1	7.3	4.1
B	12.3	13.8	14.6	12.8	8.7
B-	15.1	18.0	17.4	14.6	12.6
C+	22.4	22.0	21.5	22.3	27.5
C	30.1	27.9	25.4	30.3	39.0
D	9.0	6.1	4.6	7.6	7.3
REPORTED MAJOR SOURCES OF FINANCIAL SUPPORT FOR FIRST COLLEGE YEAR					
Family	51.9	63.0	54.5	61.5	42.0
Employment During College	5.7	1.9	2.8	1.3	4.5
Employment During Summer	13.3	5.4	8.8	6.6	6.4
Scholarship or gift from:					
State or Local Government	3.7	3.4	4.7	1.7	3.2
Federal Government	4.1	2.3	2.0	2.1	5.5
Private Source	2.0	3.0	2.7	2.1	3.2
College	1.1	4.2	3.2	3.2	6.2
Repayable loans from:					
College	0.4	0.7	0.7	0.5	7.7
State or Local Government	2.4	1.9	2.2	1.6	1.6
Federal Government	4.0	2.4	4.1	3.7	10.6
Bank or Commercial Organization	2.0	3.5	3.4	3.8	1.8
Other	0.5	0.4	1.0	0.6	1.2
Other Sources	4.9	3.0	4.0	3.3	4.3
AMOUNT EARNED DURING ACADEMIC YEAR					
None	47.7	46.4	46.8	46.4	67.1
Under $200	23.0	31.2	26.5	32.5	12.9
$200 - 399	9.4	11.9	11.9	11.0	7.3
$400 - 599	6.0	4.2	5.9	4.3	6.4
$600 - 799	3.7	2.4	3.0	2.4	2.6
$800 - 999	2.7	1.4	2.4	0.9	1.9
$1,000 or more	7.5	2.6	3.5	2.4	1.7
AMOUNT OF EDUCATION COMPLETED					
Less than one term	4.9	2.9	2.3	2.4	7.4
More than one term but less than academic year	8.4	5.0	5.1	4.5	8.6
One academic year	74.6	81.2	79.1	79.2	71.9
More than one academic year	12.1	11.0	13.5	13.9	12.1
DROP-OUT/TRANSFER STATUS					
Did not leave, plan to return to same college	77.7	80.4	75.0	74.9	80.6
Did not leave, do not plan to return to same college	8.0	8.8	12.9	14.2	5.9
Left, unsatisfactory academic work	4.1	3.1	3.0	2.9	4.7
Left, disciplinary reasons	0.2	0.5	0.1	0.3	0.5
Left, voluntary reasons	10.0	7.2	9.0	7.7	8.3

1966-1967
Norms for the First Year of College for Types of Four-Year Colleges: Both Sexes

ITEM	Public Colleges	Private Nonsectarian Colleges	Roman Catholic Colleges	Protestant Denominational Colleges	Predominantly Negro Colleges
SECOND YEAR PLANS					
Will enroll full-time	88.0	93.1	92.6	92.1	85.3
Will not enroll full-time because:					
Change in interests/goals	2.1	1.4	1.2	1.7	1.3
Dissatisfaction with college	0.9	0.8	0.5	1.0	0.6
Limited finances	2.2	1.0	1.4	1.0	5.4
Marriage	2.1	0.7	1.1	1.3	1.2
Poor academic performance	2.3	1.2	1.1	1.4	2.4
The draft	0.6	0.3	0.1	0.4	0.1
Illness/accident	0.3	0.3	0.3	0.3	0.6
Other reason	1.6	1.1	1.8	1.0	3.0
HIGHEST ACADEMIC DEGREE PLANNED*					
None	4.6	3.0	3.0	4.0	2.9
Associate (or equivalent)	2.2	1.7	0.8	1.2	1.1
Bachelor's degree (B.A., B.S.)	37.0	34.7	43.1	42.7	23.4
Master's degree (M.A., M.S.)	42.8	38.2	34.8	34.7	48.6
Ph.D. or Ed.D.	8.2	14.6	9.9	9.1	17.2
M.D., D.D.S., D.V.M.	2.3	4.4	3.9	3.9	3.0
LL.B. or J.D.	1.3	2.6	3.2	1.8	2.0
B.D.	0.3	0.1	0.0	1.0	0.2
Other	1.4	0.7	1.2	1.6	1.6
PROBABLE CAREER OCCUPATION*					
Artist (including performer)	3.9	8.5	5.9	5.9	4.5
Businessman	7.8	8.4	11.0	9.0	8.8
Clergyman	0.4	0.4	2.6	2.7	0.3
College professor	3.0	3.3	2.7	2.6	2.4
Doctor (M.D.)	1.7	3.5	3.5	3.5	2.1
Educator (secondary)	21.4	12.8	11.6	16.8	13.5
Elementary teacher	15.8	7.4	10.9	12.5	12.3
Engineer	5.9	4.2	2.2	1.7	2.1
Farmer	1.4	1.6	0.2	1.4	0.4
Health Professional (non-M.D.)	3.7	2.6	4.9	3.1	5.6
Lawyer	2.2	3.5	4.9	2.9	3.4
Nurse	1.1	1.4	5.1	2.3	1.0
Research scientist	2.1	4.6	2.9	2.4	1.6
Other choice	21.8	25.5	23.9	23.0	38.1
Undecided	7.9	11.9	7.9	10.0	4.0
COLLEGE RESIDENCE DURING WINTER-SPRING TERM					
With Parents	32.6	12.9	26.2	10.4	22.6
Other Private Home, Apartment, or Room	7.6	2.1	2.9	2.7	4.9
College Dormitory	55.7	82.8	68.1	84.2	68.3
Fraternity or Sorority House	1.0	0.6	0.2	0.5	0.1
Other Campus Housing	1.2	0.7	0.9	1.3	2.6
Other	2.0	0.8	1.7	0.9	1.4

1966-1967
Norms for the First Year of College for Types
of Four-Year Colleges: Both Sexes

ITEM	Public Colleges	Private Nonsectarian Colleges	Roman Catholic Colleges	Protestant Denominational Colleges	Predominantly Negro Colleges
PERCENTAGE REPORTING THAT DURING FIRST YEAR THEY:*					
Voted in student election (1)	42.2	54.2	62.5	57.8	56.4
Came late to class	62.7	70.6	65.9	63.9	70.7
Listened to dixieland jazz	28.9	29.3	35.4	32.1	20.6
Gambled with cards or dice	26.0	26.5	29.6	23.9	12.7
Played a musical instrument	39.3	43.7	43.8	49.2	28.5
Took a nap or rest	86.4	91.6	90.0	94.1	92.3
Drove a car (1)	44.6	25.1	33.9	24.5	19.9
Stayed up all night	58.9	66.9	63.0	63.0	64.3
Studied in the library (1)	36.3	33.4	37.6	37.0	45.8
Attended a ballet performance	11.4	14.6	14.4	6.8	27.6
Participated on speech team	6.5	7.3	9.6	7.0	16.4
Acted in plays	5.1	9.4	9.8	9.7	6.4
Sang in a choir or glee club	11.5	13.6	18.2	18.2	19.1
Argued with other students (1)	14.3	21.2	17.8	14.2	12.4
Called a teacher by first name	13.5	17.7	16.7	18.2	9.3
Wrote article for school paper	6.3	11.0	10.8	11.7	8.3
Had a blind date	51.3	56.5	54.8	49.1	24.5
Wrote a short story or poem	30.7	37.5	37.5	37.3	33.3
Played in a school band	3.6	3.3	1.3	6.8	6.5
Played in a school orchestra	1.7	2.0	1.3	3.3	3.9
Smoked cigarettes (1)	22.3	28.2	26.5	22.5	19.3
Attended Sunday school	30.9	20.1	18.7	40.4	60.4
Checked out a library book (1)	39.8	45.8	52.5	45.5	50.0
Went to the movies (1)	30.6	32.4	28.8	27.4	27.4
Discussed how to make money	82.6	81.4	82.9	82.6	79.8
Said grace before meals (1)	17.2	16.0	34.9	32.1	61.2
Prayed (1)	40.9	31.7	62.8	44.4	63.6
Listened to folk music (1)	29.1	32.3	36.9	31.0	5.7
Attended a public concert	74.1	75.0	72.8	81.1	83.4
Made wisecracks in class	40.4	46.7	50.9	38.7	27.7
Arranged date for other student	49.5	54.2	51.7	52.7	42.6
Went to an over-night party	29.8	40.9	30.5	34.9	23.4
Took dietary formula	15.0	15.8	18.9	14.5	10.2
Drank beer	67.0	72.9	76.6	57.6	50.5
Overslept and missed a class	48.9	60.3	51.1	56.9	50.0
Typed a homework assignment (1)	30.5	38.5	40.2	33.4	23.2
Participated in informal sing	57.7	59.6	74.0	69.6	54.0
Drank wine	40.6	50.9	50.2	34.6	14.2
Cribbed on an examination	13.6	12.6	16.9	9.4	30.5
Turned in a paper late	36.5	38.8	37.4	37.5	40.6
Tried on clothes without buying	63.4	57.6	63.3	62.6	58.8
Asked questions in class (1)	30.1	37.1	37.1	34.0	43.4
Attended church (1)	48.5	32.8	84.5	46.2	57.2
Participated in racial demonstration	2.2	4.6	4.3	3.3	13.8
Participated in administrative policy demonstration	13.0	19.6	16.6	20.5	33.2
Participated in war demonstration	3.2	7.7	3.7	2.8	3.9
Had psychotherapy or counseling	11.8	14.9	21.4	13.0	20.0
Tried changing grade	30.2	32.3	31.2	30.4	24.4
Slept or dozed in class	44.4	47.7	49.5	46.7	50.1
Got traffic ticket	14.7	11.4	13.0	8.9	6.2
Tutored another student	51.3	53.7	61.0	51.3	59.4

1966-1967
Norms for the First Year of College for Types
of Four-Year Colleges: Both Sexes

ITEM	Public Colleges	Private Nonsectarian Colleges	Roman Catholic Colleges	Protestant Denominational Colleges	Predominantly Negro Colleges
FIRST YEAR COLLEGE EXPERIENCES					
Elected to student office	8.5	14.6	11.7	15.3	11.7
Played on varsity athletic team	7.9	16.0	7.8	14.8	11.1
Changed career plans	30.1	32.0	33.7	34.8	29.5
Failed a course	25.7	21.8	18.3	23.8	34.5
Changed major field	26.3	28.1	29.7	31.1	27.5
Fell in love	25.6	25.4	26.1	27.0	24.7
Got married	3.3	1.5	1.2	2.0	2.6
Had lead in play	1.1	2.9	2.6	3.6	1.6
Wrote an article	5.4	9.2	9.8	10.2	7.1
Received health center care	40.2	48.9	31.0	45.7	39.8
Participated in honors program	6.5	8.8	11.5	10.9	12.3
PERCENTAGE REPORTING ORGANIZATION MEMBERSHIP IN:					
Nat'l social frat. or sorority	10.4	17.2	8.3	17.5	10.7
Local social frat. or sorority	4.8	4.3	3.3	5.7	0.7
Intramural athletic team	16.4	27.0	23.1	26.9	13.9
College athletic team	9.1	17.3	7.7	13.9	8.2
Choir or glee club	6.3	8.4	10.4	11.0	9.0
Marching band	2.3	1.7	0.8	3.4	4.5
Honorary fraternity	2.3	1.9	2.4	2.9	1.3
TOTAL FIRST YEAR COUNSELING RECEIVED					
None	71.7	75.0	57.5	71.3	56.1
One hour or less	13.9	12.3	20.2	13.6	24.9
2 - 3 hours	8.5	7.1	12.8	10.2	9.6
4 - 5 hours	2.1	1.7	3.0	2.1	2.6
More than 5 hours	3.8	3.8	6.4	2.9	6.9
PERCENTAGE REPORTING TRAIT SELF-RATINGS ABOVE AVERAGE*					
Academic ability	58.5	64.8	60.3	58.3	29.1
Athletic ability	34.2	40.7	32.1	36.9	24.7
Artistic ability	22.2	27.1	22.4	24.3	12.1
Cheerfulness	54.8	56.5	59.3	60.9	62.0
Defensiveness	32.0	34.8	32.0	31.1	29.5
Drive to achieve	54.4	57.5	55.3	55.5	59.0
Leadership ability	40.1	46.9	39.8	42.3	32.9
Mathematical ability	35.9	39.5	32.9	31.2	20.4
Mechanical ability	25.6	27.1	19.0	23.7	11.5
Originality	36.5	46.6	39.8	42.6	30.3
Political conservatism	13.6	16.9	14.5	18.7	7.6
Political liberalism	23.7	30.1	29.0	21.8	17.6
Popularity (general)	34.6	41.0	38.2	39.2	37.6
Popularity (with opposite sex)	31.4	37.9	32.6	35.1	41.0
Public speaking ability	24.1	28.8	27.3	27.9	21.5
Self-confidence (intellectual)	35.9	44.4	40.7	37.9	35.5
Self-confidence (social)	29.0	35.0	32.9	31.8	34.4
Sensitivity to criticism	37.1	40.4	38.1	37.6	20.2
Stubbornness	42.9	45.9	45.2	42.3	22.1
Understanding of others	66.7	71.4	73.5	70.6	68.9
Writing ability	30.9	39.8	34.5	34.6	29.6

1966-1967
Norms for the First Year of College for Types of Four-Year Colleges: Both Sexes

ITEM	Public Colleges	Private Nonsectarian Colleges	Roman Catholic Colleges	Protestant Denominational Colleges	Predominantly Negro Colleges
PERCENTAGE REPORTING THAT STATEMENT APPLIES TO PRIMARY CLASS:					
Met only as scheduled	91.0	88.1	88.7	89.5	83.5
Had assigned seating	36.5	27.3	37.9	32.6	32.4
Lectures followed text	41.0	30.2	41.9	37.1	49.7
Instructor called students by first name	41.0	46.8	58.1	52.7	13.0
Instructor encouraged discussion	59.2	63.5	65.7	61.2	69.5
Individual knew instructor's first name	51.2	64.5	62.2	68.4	55.0
Individual went to instructor's office	57.1	65.8	60.9	72.8	54.8
Instructor was enthusiastic	72.9	76.0	77.2	76.4	65.2
Instructor had sense of humor	73.3	75.0	76.5	77.5	70.4
Instructor was dull	21.9	20.4	19.4	19.4	18.0
Instructor knew individual by name	71.0	78.5	82.1	86.0	75.8
Individual argued with instructor	21.3	31.3	26.3	24.4	17.0
Individual typed assignments	24.5	36.0	35.1	28.2	18.5
Individual visited instructor's home	3.9	11.3	5.1	12.3	3.5
PERCENTAGE REPORTING THAT STATEMENT APPLIES TO THIS COLLEGE*					
Great pressure for high grades	46.5	37.8	44.3	42.8	53.4
Little school spirit	49.8	54.3	44.0	54.0	24.0
Student academic calibre high	46.3	54.9	58.4	51.1	41.4
Keen competition for grades	46.5	41.1	48.6	45.6	63.7
Freshman take orders	35.8	38.8	32.4	51.3	52.0
Not much to do except study	32.9	33.0	33.0	42.8	34.0
Student felt lost on campus	41.0	26.1	27.0	26.3	48.9
College builds poise	71.6	73.0	78.7	73.0	81.5
Athletics overemphasized	10.1	9.1	2.7	6.8	16.6
Classes usually informal	61.3	72.4	55.9	68.4	50.4
Students are like numbers	34.0	10.0	4.8	4.0	26.9
PERCENTAGE REPORTING THAT DURING THE FIRST YEAR THERE WAS NOT ENOUGH:					
Freedom in course selection	28.4	28.3	36.0	21.8	20.9
Social life	26.6	29.7	32.2	31.2	18.8
Personal contact with peers	23.5	13.7	13.2	12.7	13.0
Course work required	10.0	11.9	10.5	11.4	15.3
Outlets for creative activity	48.7	45.2	49.7	50.1	48.0
Sleep	51.1	49.3	46.6	51.3	46.9
Exercise	36.5	37.1	46.5	37.5	25.3
Personal contact with faculty	53.6	39.2	34.7	30.3	54.6
Personal contact with family	14.9	18.8	17.7	16.5	15.8
Advice and guidance	52.5	37.9	33.4	33.1	54.1

1966-1967
Norms for the First Year of College for Types
of Four-Year Colleges: Both Sexes

ITEM	Public Colleges	Private Nonsectarian Colleges	Roman Catholic Colleges	Protestant Denominational Colleges	Predominantly Negro Colleges
PERCENTAGE REPORTING MINOR OR NO COLLEGE DISCIPLINARY ACTION IF STUDENT WERE TO:					
Come in two hours late	84.4	85.5	79.8	77.5	75.3
Cheat on exams	9.8	11.7	11.4	13.2	22.1
Drink in living quarters	13.4	24.1	10.1	7.7	20.2
Get drunk	78.3	69.3	61.4	42.4	43.8
Bring date in room (day)	14.6	26.7	10.8	12.9	5.5
Bring date in room (night)	9.6	17.2	4.8	5.9	2.3
Stay off campus without permission	31.3	49.0	24.7	40.0	25.1
Organize demonstration	79.4	85.9	80.4	80.0	70.1
Publish off-color story	81.3	85.8	73.6	76.0	77.7
Participate in water fight or raid	87.4	91.5	90.6	88.1	62.0
Use LSD	9.0	11.5	9.0	10.1	4.2
Use marijuana	9.0	12.2	9.0	9.8	3.9
PERCENTAGE REPORTING VERY DESCRIPTIVE OF ATMOSPHERE OF THE COLLEGE*					
Intellectual	20.3	27.2	29.6	21.0	34.9
Snobbish	4.5	10.2	6.7	5.9	7.3
Social	29.3	29.2	26.5	20.3	42.9
Victorian	7.7	8.7	10.0	14.1	15.0
Practical-minded	35.4	29.4	33.4	30.3	28.2
Warm	37.1	43.7	56.4	57.0	39.2
Realistic	41.3	33.4	39.5	34.0	38.3
Liberal	29.9	30.2	28.5	20.0	29.1
OVER-ALL EVALUATION OF THE COLLEGE					
Very satisfied	30.0	34.1	31.7	29.8	23.4
Satisfied	43.7	35.5	39.6	39.4	53.9
On the fence	15.3	16.5	15.0	17.1	14.8
Dissatisfied	7.5	9.5	9.8	8.5	5.6
Very dissatisfied	3.5	4.4	3.9	5.2	2.3

*Item repeated in follow-up from entering freshman information form.

(1) Frequently only, all other items in this group are reported for frequently plus occasionally.

APPENDIX A: 1967 FOLLOW UP NORMS

Dear Student:

You may remember that when you first entered college in 1966 you completed a brief information form in which you indicated your educational and career plans. Our research staff is now engaged in several studies that are intended to contribute to an understanding of how students are affected by their college experiences. Such studies will yield useful information for re-examining educational policy and practice.

We should greatly appreciate your completing this brief questionnaire and returning it to us in the enclosed envelope. All of the information is to be coded and used in group comparisons for research purposes only, so your responses will be held in the strictest professional confidence.

Since we are following up only a limited sample of students, it is important to secure as complete a response as possible. We hope that you will be able to participate.

Thank you for your consideration.

Sincerely yours,

Logan Wilson

Logan Wilson, President

DIRECTIONS: Your responses will be read by an automatic scanning device. Your careful observance of these few simple rules will be most appreciated.

Use only black lead pencil (No. 2½ or softer).
Make heavy black marks that fill the circle.
Erase cleanly any answer you wish to change.
Make no stray markings of any kind.

Example:	Yes	No
Will marks made with ball pen or fountain pen be properly read?	○	●

1. Your Sex: Male ○ Female ○

2. Please estimate your average grade so far in college.

A or A+ ○	B ○	C ○
A- ○	B- ○	D ○
B+ ○	C+ ○	

3. What is the highest academic degree that you intend to obtain? (Mark one)

- None ○
- Associate (or equivalent) ○
- Bachelor's degree (B.A., B.S., etc.) ○
- Master's degree (M.A., M.S., etc.) ○
- Ph.D. or Ed. D. ○
- M.D., D.D.S., or D.V.M. ○
- LL.B. or J.D. ○
- B.D. ○
- Other ○

4. Since entering college in 1966, how much undergraduate education have you completed? (Convert part-time attendance into full-time equivalents):

- Less than one term (quarter, semester, trimester) ○
- More than one term but less than one academic year ○
- One academic year ○
- More than one academic year ○

5. Since entering college in the fall of 1966 have you changed institutions or dropped out of college for any period of time? (Mark only one)

- No
  - and I plan to attend the same college this fall ○
  - but I do not plan to return to the same college this fall ○
- Yes
  - I was asked to leave because of unsatisfactory academic work ○
  - I was asked to leave for disciplinary reasons ○
  - I left college voluntarily ○

6. Will you be a full-time student this fall (1967)? (Mark one)

- Yes ○
- No, primarily because of (mark the one most important reason):
  - a change in my interests and/or career goals ○
  - dissatisfaction with college ○
  - limited finances ○
  - recent or impending marriage ○
  - my poor academic record ○
  - the draft ○
  - illness or accident ○
  - other reason ○

7. How much money have you earned since entering college in 1966?

Academic year	None	$1–$199	$200–$399	$400–$599	$600–$799	$800–$999	$1,000 or more
1966–1967	○	○	○	○	○	○	○
Summer 1967	○	○	○	○	○	○	○

8. Where did you live for most of the time while you were growing up?

- On a farm ○
- In a small town ○
- In a moderate size town or city ○
- In the suburb of a large city ○
- In a large city ○

9. Where have you lived since entering college in 1966? (If you lived in several places mark the one place you lived the majority of the time.) Mark one in each column:

	Fall 1966	Winter-Spring 1966-67	Summer 1967
With parents	○	○	○
Other private home, apartment or room	○	○	○
College dormitory	○	○	○
Fraternity or sorority house	○	○	○
Other campus student housing	○	○	○
Other	○	○	○

10. Indicate below the source(s) you used to finance your college and living expenses last year. (Mark one in each row)

	Not a Source	Minor Source (1% – 25%)	Minor Source (26% – 50%)	Major Source (more than 50%)
Support from family (excluding repayable loans)	○	○	○	○
Employment during college year	○	○	○	○
Summer employment	○	○	○	○
Scholarship or gift from:				
State or local government	○	○	○	○
Federal government	○	○	○	○
Private source (individual, Foundation, etc.)	○	○	○	○
Your college (other than above)	○	○	○	○
Repayable loans from:				
Your college	○	○	○	○
State or local government	○	○	○	○
Federal Government	○	○	○	○
A bank or other commercial organization	○	○	○	○
Other repayable loan	○	○	○	○
Other sources (personal savings, etc.)	○	○	○	○

11. All in all, in terms of your own needs and desires, how much of the following did you receive during the past year at college? (Mark one in each row)

	Too much or Too many	Just about the right amount	Not enough
Freedom in course selection	○	○	○
Social life	○	○	○
Personal contacts with classmates	○	○	○
Work required of you in courses	○	○	○
Outlets for creative activities	○	○	○
Sleep	○	○	○
Exercise	○	○	○
Personal contacts with faculty	○	○	○
Personal contacts with family	○	○	○
Advice and guidance from faculty and staff	○	○	○

12. To what extent do you think each of the following describes the psychological climate or atmosphere at your college? (Mark one answer for each item)

	Very Descriptive	In Between	Not at all Descriptive
Intellectual	○	○	○
Snobbish	○	○	○
Social	○	○	○
Victorian	○	○	○
Practical-minded	○	○	○
Warm	○	○	○
Realistic	○	○	○
Liberal	○	○	○

13. Answer each of the following as you think it applies to your college:

	Yes	No
The students are under a great deal of pressure to get high grades	○	○
The student body is apathetic and has little "school spirit"	○	○
Most of the students are of a very high calibre academically	○	○
There is a keen competition among most of the students for high grades	○	○
Freshmen have to take orders from upperclassmen for a period of time	○	○
There isn't much to do except to go to class and study	○	○
I felt "lost" when I first came to the campus	○	○
Being in this college builds poise and maturity	○	○
Athletics are overemphasized	○	○
The classes are usually run in a very informal manner	○	○
Most students are more like "numbers in a book"	○	○

14. Which of the following experiences applies to you during the past year? (Mark all that apply)

	Yes
Elected to a student office	○
Played on a varsity athletic team	○
Changed your long-term career plans	○
Flunked a course	○
Changed your major field	○
Fell in love	○
Got married	○
Had a lead in a college play	○
Wrote an article for the school paper or magazine	○
Received treatment in the Student Health Center	○
Participated in an honors program	○

15. Mark only three responses, one in each column.

Your probable career occupation.
Your father's occupation.
Ⓨ Ⓕ Ⓜ Your mother's occupation.

NOTE: If your father (or mother) is deceased, please indicate his (her) last occupation.

	Ⓨ	Ⓕ	Ⓜ
Accountant or actuary	Ⓨ	Ⓕ	Ⓜ
Actor or entertainer	Ⓨ	Ⓕ	Ⓜ
Architect	Ⓨ	Ⓕ	Ⓜ
Artist	Ⓨ	Ⓕ	Ⓜ
Business (clerical)	Ⓨ	Ⓕ	Ⓜ
Business executive (management, administrator)	Ⓨ	Ⓕ	Ⓜ
Business owner or proprietor	Ⓨ	Ⓕ	Ⓜ
Business salesman or buyer	Ⓨ	Ⓕ	Ⓜ
Clergyman (minister, priest)	Ⓨ	Ⓕ	Ⓜ
Clergy (other religious)	Ⓨ	Ⓕ	Ⓜ
Clinical psychologist	Ⓨ	Ⓕ	Ⓜ
College teacher	Ⓨ	Ⓕ	Ⓜ
Computer programmer	Ⓨ	Ⓕ	Ⓜ
Conservationist or forester	Ⓨ	Ⓕ	Ⓜ
Dentist (including orthodontist)	Ⓨ	Ⓕ	Ⓜ
Dietitian or home economist	Ⓨ	Ⓕ	Ⓜ
Engineer	Ⓨ	Ⓕ	Ⓜ
Farmer or rancher	Ⓨ	Ⓕ	Ⓜ
Foreign service worker (including diplomat)	Ⓨ	Ⓕ	Ⓜ
Housewife	Ⓨ	Ⓕ	Ⓜ
Interior decorator (including designer)	Ⓨ	Ⓕ	Ⓜ
Interpretor (translator)	Ⓨ	Ⓕ	Ⓜ
Lab technician or hygienist	Ⓨ	Ⓕ	Ⓜ
Law enforcement officer	Ⓨ	Ⓕ	Ⓜ
Lawyer (attorney)	Ⓨ	Ⓕ	Ⓜ
Military service (career)	Ⓨ	Ⓕ	Ⓜ
Musician (performer, composer)	Ⓨ	Ⓕ	Ⓜ
Nurse	Ⓨ	Ⓕ	Ⓜ
Optometrist	Ⓨ	Ⓕ	Ⓜ
Pharmacist	Ⓨ	Ⓕ	Ⓜ
Physician	Ⓨ	Ⓕ	Ⓜ
School counselor	Ⓨ	Ⓕ	Ⓜ
School principal or superintendent	Ⓨ	Ⓕ	Ⓜ
Scientific researcher	Ⓨ	Ⓕ	Ⓜ
Social worker	Ⓨ	Ⓕ	Ⓜ
Statistician	Ⓨ	Ⓕ	Ⓜ
Therapist (physical, occupational, speech)	Ⓨ	Ⓕ	Ⓜ
Teacher (elementary)	Ⓨ	Ⓕ	Ⓜ
Teacher (secondary)	Ⓨ	Ⓕ	Ⓜ
Veterinarian	Ⓨ	Ⓕ	Ⓜ
Writer or journalist	Ⓨ	Ⓕ	Ⓜ
Skilled trades	Ⓨ	Ⓕ	Ⓜ
Other	Ⓨ		
Undecided	Ⓨ		
Laborer (unskilled)		Ⓕ	Ⓜ
Semi-skilled worker		Ⓕ	Ⓜ
Other occupation		Ⓕ	Ⓜ
Unemployed		Ⓕ	

16. What action would be taken by the administration at your college if a student in your living quarters were known to have done the following? (Mark one response for each item)

NOTE. If you lived only at home, skip this question.

	No policy against this	Reprimand or minor disciplinary action	Major disciplinary action (possible expulsion from college)	Sure expulsion from college
Coming in from a date two hours late	○	○	○	○
Cheating on exams	○	○	○	○
Drinking in living quarters	○	○	○	○
Being drunk	○	○	○	○
Being alone with a date in your room during the day	○	○	○	○
Being alone with a date in your room at night	○	○	○	○
Staying off campus overnight without permission	○	○	○	○
Organizing a student demonstration against some administrative policy	○	○	○	○
Writing off-color stories in a student publication	○	○	○	○
Participating in a water fight or dormitory raid	○	○	○	○
Using LSD	○	○	○	○
Using marijuana	○	○	○	○

17. Think about the course you took this past year which was most closely related to your primary field of interest. Please mark "yes" for all the following statements which apply to this course. (If the course had a lab portion, mark "yes" only for those items which apply to the lecture portion.)

	Yes
The class met only at a regularly scheduled time and place	○
Students had assigned seating	○
The lectures followed the textbook closely	○
The instructor called students by their first names	○
The instructor encouraged a lot of class discussion	○
I knew the instructor's first name	○
I was in the instructor's office one or more times	○
The instructor was enthusiastic	○
The instructor had a good sense of humor	○
The instructor was often dull and uninteresting	○
The instructor knew me by name	○
I sometimes argued openly with the instructor	○
I usually typed my written assignments	○
I was a guest in the instructor's home one or more times	○

18. Of which of the following college organizations were you a member during the past year? (Mark all that apply)

	Yes
National Social Fraternity or Sorority	○
Local Social Fraternity or Sorority	○
Intramural athletic team	○
College athletic team	○
Choir or glee club	○
Marching band	○
Honorary (subject matter) Fraternity	○

19. Since entering college have you received any professional vocational counseling?

- No ○
- Yes: one hour or less ○
- 2 – 3 hours ○
- 4 – 5 hours ○
- more than 5 hours ○

20. Below is a general list of things that students sometimes do. Indicate which of these things you did during the past year. If you engaged in an activity frequently, mark "F." If you engaged in an activity one or more times, but not frequently, mark "O" (occasionally). Mark "N" (not at all) if you have not performed the activity during the past year. (Mark one for each item)

	Frequently	Occasionally	Not at all
Voted in a student election	F	O	N
Came late to class	F	O	N
Listened to New Orlean's (Dixieland) jazz	F	O	N
Gambled with cards or dice	F	O	N
Played a musical instrument	F	O	N
Took a nap or rest during the day	F	O	N
Drove a car	F	O	N
Stayed up all night	F	O	N
Studied in the library	F	O	N
Attended a ballet performance	F	O	N
Participated on the speech or debate team	F	O	N
Acted in plays	F	O	N
Sang in a choir or glee club	F	O	N
Argued with other students	F	O	N
Called a teacher by his or her first name	F	O	N
Wrote an article for the college paper or literary magazine	F	O	N
Had a blind date	F	O	N
Wrote a short story or poem (not for class)	F	O	N
Played in the college band	F	O	N
Played in the college orchestra	F	O	N
Smoked cigarettes	F	O	N
Attended Sunday school	F	O	N
Checked out a book or journal from the college library	F	O	N
Went to the movies	F	O	N
Discussed how to make money with other students	F	O	N
Said grace before meals	F	O	N
Prayed (not including grace before meals)	F	O	N
Listened to folk music	F	O	N
Attended a public recital or concert	F	O	N
Made wisecracks in class	F	O	N
Arranged a date for another student	F	O	N
Went to an over-night or week-end party	F	O	N
Took weight-reducing or dietary formula	F	O	N
Drank beer	F	O	N
Overslept and missed a class or appointment	F	O	N
Typed a homework assignment	F	O	N
Participated in an informal group sing	F	O	N
Drank wine	F	O	N
Cribbed on an examination	F	O	N
Turned in a paper or theme late	F	O	N
Tried on clothes in a store without buying anything	F	O	N
Asked questions in class	F	O	N
Attended church	F	O	N
Participated in a demonstration against racial discrimination	F	O	N
Participated in a demonstration against some administrative policy of the college	F	O	N
Participated in a demonstration against the war in Viet Nam	F	O	N
Had psychotherapy or personal counseling	F	O	N
Tried to get an instructor to change a test or course grade	F	O	N
Slept or dozed in class	F	O	N
Got a traffic ticket	F	O	N
Tutored another student	F	O	N

21. Indicate the importance to you personally of each of the following: (Mark one for each item)

	Essential	Very Important	Somewh
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S
Becoming an authority on a special subject in my subject field	E	V	S
Obtaining recognition from my colleagues for contributions in my special field	E	V	S
Becoming an accomplished musician (performer or composer)	E	V	S
Becoming an expert in finance and commerce	E	V	S
Having administrative responsibility for the work of others	E	V	S
Being very well-off financially	E	V	S
Helping others who are in difficulty	E	V	S
Participating in an organization like the Peace Corps or Vista	E	V	S
Becoming an outstanding athlete	E	V	S
Becoming a community leader	E	V	S
Making a theoretical contribution to science	E	V	S
Writing original works (poems, short stories, etc.)	E	V	S
Never being obligated to people	E	V	S
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S
Keeping up to date with political affairs	E	V	S
Being successful in a business of my own	E	V	S

22. Rate yourself on each of the following traits as you really think you are when compared with the average student of your own age. We wo the most accurate estimate of how you see yourself. (Mark one for eac item)

Trait	Highest 10 Percent	Above Average	Average	Below Average	Low Per
Academic ability	O	O	O	O	
Athletic ability	O	O	O	O	
Artistic ability	O	O	O	O	
Cheerfulness	O	O	O	O	
Defensiveness	O	O	O	O	
Drive to achieve	O	O	O	O	
Leadership ability	O	O	O	O	
Mathematical ability	O	O	O	O	
Mechanical ability	O	O	O	O	
Originality	O	O	O	O	
Political conservatism	O	O	O	O	
Political liberalism	O	O	O	O	
Popularity	O	O	O	O	
Popularity with the opposite sex	O	O	O	O	
Public speaking ability	O	O	O	O	
Self-confidence (intellectual)	O	O	O	O	
Self-confidence (social)	O	O	O	O	
Sensitivity to criticism	O	O	O	O	
Stubbornness	O	O	O	O	
Understanding of others	O	O	O	O	
Writing ability	O	O	O	O	

23. What is your over-all evaluation of your college? (Mark one)

- Very satisfied with my college ..... O
- Satisfied with my college ..... O
- On the fence ..... O
- Dissatisfied with my college ..... O
- Very dissatisfied with my college ..... O

A REPORT ON THE COLLEGE ENVIRONMENT

The Office of Research of the American Council on Education has been engaged for several years in a massive longitudinal research program. Data is collected each year from entering freshmen in a number of schools, including yours. In addition, follow-up questionnaires have been sent at periodic intervals to large samples of these students after they have been immersed in the university environment for some time. One major purpose of this follow-up questionnaire is to characterize and describe the college environment.

The goal of this component of the Council's research program has been stated in a recent Council publication:*

> While ··· college environments differ greatly in their quality and character, administrators, faculty, students, and others concerned with such institutional differences are handicapped by the dearth of accurate comparative data. Much of the available descriptive information about the college environment -- as presented in college catalogues, for example -- tends to be vague and highly subjective. The information contained in the several commercially published "guides," although more systematic and comparable across colleges than is the information in college catalogues, consists largely of superficial data about costs, admission requirements, course offerings, and the like. For the most part, meaningful information about the intellectual and social climate of the institution is missing from these sources. This lack of comparative information has been in part responsible for the current interest among educational researchers in studying the college environment.
>
> The study reported here is concerned with describing and measuring some of the important differences among the environments of undergraduate institutions. It is hoped that both the findings and the measurement techniques developed in this research will be useful to teachers, to administrators, to prospective college students, and to researchers who may be interested in measuring institutional differences and assessing their impact on student development.

*A. W. Astin, The College Environment (American Council on Education, 1968).

To meet this challenge, the Inventory of College Activities was developed. Each of the items comprising this Inventory is included in the tables below. While a subset of these items deals with the student's subjective impressions of the college image, most were developed to measure the frequency of an extensive variety of student behaviors. Some examples of items in this Inventory are:

	Frequently	Occasionally	Not at all
Voted in a Student Election			
Drove a Car			
Went to the Movies			

Thus, the attached table indicates the percentage of students from your school (as measured in August, 1967) who had engaged in the activity involved. Most of these items originally could be answered in terms of three options. In the data analysis procedure, these were reduced to a dichotomy. Typically, this involved combining the "frequently" and "occasionally" options into one category. Any item for which this was not the case, i.e., one on which "occasionally" plus "not at all" were combined, is indicated in a footnote on the table. Several of the items dealt with administrative practices. Here, four alternatives were given for each item, indicating a range of administrative policies from least to most severe. For each of these items, a mean score between 1 and 4 is given on the attached table.

It is suggested that the reader note the indication (at the top of this table) of the number of respondents upon which this information was based. In some cases the percentages are based on relatively small samples because of the small size of the college itself.

An additional parallel table indicates the national percentage of students engaging in these activities for various normative groups. Thus, if yours is a four-year college, and you wish to compare the percentage of students in your school who engage in an activity with the national percentage for four-year colleges, you can turn to the second table.These norms are based upon a stratified, representative sample of colleges and universities. The responses have been weighted systematically to account for nonresponse bias, differential sampling within institutions and school selection bias in order to approximate more precisely the national student population distribution.

Finally, the items were analyzed and combined statistically into 33 salient dimensions of the undergraduate environment. The theoretical implications and research methodology of this work have been described in detail in The College Environment. The dimensions, in turn, can be seen as dealing with several key areas of undergraduate life:

the peer environment - interpersonal behavior

the peer environment - noninterpersonal behavior

the classroom environment

the administrative environment

the college image.

The dimensions are statistically weighted summaries of the items listed for each. In the case of some of these dimensions a low score on one of the items was found empirically to be related to high scores on the others in the set, i.e., that item received a negative weight in the construction of the composite summary score. Scores on the scales are plotted on the attached profile. This profile has been done in terms of T-Scores based on the norms for the national population as established in our research program. (You may wish to refer to the corresponding percentiles which also are indicated on the chart.) Thus, if your school receives a score of 500 on any scale, it precisely matches the norm for that scale. To the degree it exceeds 500, your school exceeds the norms; similar reasoning applies to scores below the norm. Also included on the profile is a line indicating the mean scores obtained by all schools similar to yours, e.g., two-year colleges, etc.

Following this profile is a set of descriptions, one for each of the 33 summary dimensions. This description includes an indication of some of the major correlates of the dimension in addition to the implications of the component items.

The reader should note that the profile was based on information from the same number of respondents as was the first table containing the item percentages.

181 RESPONDENTS

(NAME OF INSTITUTION)

ITEM DESCRIPTION	PERCENT
THE PEER ENVIRONMENT-INTERPERSONAL BEHAVIOR (ACTIVITIES REPORTED BY STUDENTS)	
DIMENSION 1	
I GAMBLED WITH CARDS OR DICE(1)	31.1
I PARTICIPATED IN AN INFORMAL GROUP SING(1)	69.9
I VOTED IN A STUDENT ELECTION(2)	57.6
DIMENSION 2	
I ARRANGED A DATE FOR ANOTHER STUDENT(1)	47.8
I HAD A BLIND DATE(1)	48.2
I WENT TO AN OVER-NIGHT OR WEEK-END PARTY(1)	29.8
DIMENSION 3	
I ARGUED WITH OTHER STUDENTS(2)	39.0
I WAS A MEMBER OF A COLLEGE ATHLETIC TEAM(3)	26.4
I ENGAGED IN A DEMONSTRATION AGAINST AN ADMINISTRATIVE POLICY OF THE COLLEGE(1)	41.0
DIMENSION 4	
I DISCUSSED HOW TO MAKE MONEY WITH OTHER STUDENTS(2)	9.4
FRESHMEN HAVE TO TAKE ORDERS FROM UPPER-CLASSMEN FOR A PERIOD OF TIME(3)	1.0
DIMENSION 5	
I FELL IN LOVE(3)	27.5

(1) PERCENT REPORTING THAT THEY ENGAGED IN THE ACTIVITY FREQUENTLY OR OCCASIONALLY DURING THE SCHOOL YEAR.
(2) PERCENT REPORTING THAT THEY ENGAGED IN THE ACTIVITY FREQUENTLY ONLY.
(3) PERCENT REPORTING YES.

(NAME OF INSTITUTION)

ITEM DESCRIPTION	PERCENT
THE PEER ENVIRONMENT-NONINTERPERSONAL BEHAVIOR (ACTIVITIES REPORTED BY STUDENTS)	
DIMENSION 6	
I TRIED ON CLOTHES IN A STORE WITHOUT BUYING ANYTHING(1)	52.7
I TOOK WEIGHT-REDUCING OR DIETARY FORMULA(1)	11.9
I ATTENDED A BALLET PERFORMANCE(1)	18.7
DIMENSION 7	
I DRANK BEER(2)	15.9
I DRANK WINE(1)	49.9
I PRAYED(NOT INCLUDED GRACE BEFORE MEALS) (2)	25.9
DIMENSION 8	
I ATTENDED A PUBLIC RECITAL OR CONCERT(1)	90.1
I PLAYED A MUSICAL INSTRUMENT(1)	56.4
I LISTENED TO FOLK MUSIC(2)	41.6
DIMENSION 9	
I WENT TO THE MOVIES(2)	20.8
DIMENSION 10	
I CHANGED MY MAJOR FIELD(3)	32.1
I CHANGED MY LONG-TERM CAREER PLANS(3)	33.6
I HAD VOCATIONAL COUNSELING(3)	9.5
DIMENSION 11	
I STAYED UP ALL NIGHT(1)	63.0
DIMENSION 12	
I CHECKED OUT A BOOK OR JOURNAL FROM THE COLLEGE LIBRARY(2)	40.6
I STUDIED IN THE LIBRARY(2)	34.8
DIMENSION 13	
I ATTENDED CHURCH(2)	30.2
I DRANK BEER(2)	15.9
DIMENSION 14	
I WAS EMPLOYED DURING THE SCHOOL YEAR(3)	43.4
DIMENSION 15	
I DROVE A CAR(2)	32.8

(1) PERCENT REPORTING THAT THEY ENGAGED IN THE ACTIVITY FREQUENTLY OR OCCASIONALLY DURING THE SCHOOL YEAR.
(2) PERCENT REPORTING THAT THEY ENGAGED IN THE ACTIVITY FREQUENTLY ONLY.
(3) PERCENT REPORTING YES.

181 RESPONDENTS

(NAME OF INSTITUTION)

ITEM DESCRIPTION	PERCENT
THE CLASSROOM ENVIRONMENT (AS DESCRIBED BY STUDENTS)	
DIMENSION 16	
THE INSTRUCTOR ENCOURAGED A LOT OF CLASS DISCUSSION(3)	81.2
THE INSTRUCTOR KNEW ME BY NAME(3)	85.3
I OVERSLEPT AND MISSED A CLASS OR APPOINTMENT(1)	73.3
DIMENSION 17	
I SOMETIMES ARGUED OPENLY WITH THE INSTRUCTOR(3)	33.1
I ASKED QUESTIONS IN CLASS(2)	33.3
I MADE WISECRACKS IN CLASS(1)	54.3
DIMENSION 18	
THE INSTRUCTOR WAS ENTHUSIASTIC(3)	89.4
THE INSTRUCTOR HAD A GOOD SENSE OF HUMOR(3)	79.6
THE INSTRUCTOR WAS OFTEN DULL AND UNINTERESTING(3)	11.0
DIMENSION 19	
I KNEW THE FIRST NAME OF THE INSTRUCTOR(3)	74.1
I WAS A GUEST IN THE HOME OF THE INSTRUCTOR ONE OR MORE TIMES(3)	10.5
I WAS IN THE OFFICE OF THE INSTRUCTOR ONE OR MORE TIMES(3)	78.0
DIMENSION 20	
THE STUDENTS HAD ASSIGNED SEATING(3)	17.3
THE CLASS MET ONLY AT A REGULARLY SCHEDULED TIME AND PLACE(3)	77.9
I CAME LATE TO CLASS(1)	84.9
DIMENSION 21	
I FLUNKED A COURSE(3)	9.2

(1) PERCENT REPORTING THAT THEY ENGAGED IN THE ACTIVITY FREQUENTLY OR OCCASIONALLY DURING THE SCHOOL YEAR.
(2) PERCENT REPORTING THAT THEY ENGAGED IN THE ACTIVITY FREQUENTLY ONLY.
(3) PERCENT REPORTING YES.

(NAME OF INSTITUTION)

ITEM DESCRIPTION	AVERAGE DISCIPLINARY SCORE(1)
THE ADMINISTRATIVE ENVIRONMENT (AS REPORTED BY STUDENTS)	
DIMENSION 22	
ADMINISTRATIVE POLICY AGAINST BEING DRUNK	1.898
ADMINISTRATIVE POLICY AGAINST DRINKING IN LIVING QUARTERS	2.274
DIMENSION 23	
ADMINISTRATIVE POLICY AGAINST ORGANIZING A STUDENT DEMONSTRATION(2)	1.146
ADMINISTRATIVE POLICY AGAINST PARTICIPATING IN WATER FIGHT OR DORMITORY RAID	1.417
DIMENSION 24	
ADMINISTRATIVE POLICY AGAINST BEING ALONE WITH A DATE IN YOUR ROOM IN THE DAY	1.858
ADMINISTRATIVE POLICY AGAINST BEING ALONE WITH A DATE IN YOUR ROOM AT NIGHT	1.724
DIMENSION 25	
ADMINISTRATIVE POLICY AGAINST CHEATING ON EXAMS	2.854

(1) 1=NO POLICY AGAINST THIS
2=REPRIMAND OR MINOR DISCIPLINARY ACTION
3=MAJOR DISCIPLINARY ACTION (POSSIBLE EXPULSION FROM COLLEGE)
4=SURE EXPULSION FROM COLLEGE

(2) THIS ITEM REFERS TO A DEMONSTRATION AGAINST ADMINISTRATIVE POLICY ONLY.

(NAME OF INSTITUTION)

ITEM DESCRIPTION	PERCENT
THE COLLEGE IMAGE (STUDENT IMPRESSIONS OF THE COLLEGE ENVIRONMENT)	
DIMENSION 26	
THE STUDENTS ARE UNDER A GREAT DEAL OF PRESSURE TO GET HIGH GRADES(3)	59.1
THERE IS A KEEN COMPETITION AMONG MOST OF THE STUDENTS FOR HIGH GRADES(3)	71.9
MOST OF THE STUDENTS ARE OF A VERY HIGH CALIBRE ACADEMICALLY(3)	97.8
DIMENSION 27	
THE ATMOSPHERE OF THE COLLEGE WAS RATED AS WARM(4)	48.9
MOST STUDENTS ARE MORE LIKE NUMBERS IN A BOOK(3)	2.5
I FELT LOST WHEN I FIRST CAME TO THE CAMPUS(3)	17.6
DIMENSION 28	
BEING IN THIS COLLEGE BUILDS POISE AND MATURITY(3)	79.0
THE STUDENT BODY IS APATHETIC AND HAS LITTLE SCHOOL SPIRIT(3)	71.6
THERE IS NOT MUCH TO DO EXCEPT TO GO TO CLASS AND STUDY(3)	22.9
DIMENSION 29	
THE ATMOSPHERE OF THE COLLEGE WAS RATED AS LIBERAL(4)	41.9
THE CLASSES ARE USUALLY RUN IN A VERY INFORMAL MANNER(3)	85.6
THE ATMOSPHERE OF THE COLLEGE WAS RATED AS VICTORIAN(5)	21.9
DIMENSION 30	
THE ATMOSPHERE OF THE COLLEGE WAS RATED AS SNOBBISH(5)	44.7
THE ATMOSPHERE OF THE COLLEGE WAS RATED AS PRACTICAL-MINDED(4)	29.0
THE ATMOSPHERE OF THE COLLEGE WAS RATED AS REALISTIC(4)	42.8
DIMENSION 31	
ATHLETICS ARE OVEREMPHASIZED(3)	2.8
DIMENSION 32	
OUTLETS FOR CREATIVE ACTIVITIES(1)	61.6
FREEDOM IN COURSE SELECTION(1)	75.2
WORK REQUIRED OF YOU IN COURSES(2)	15.2
DIMENSION 33	
THE ATMOSPHERE OF THE COLLEGE WAS RATED AS SOCIAL(4)	14.0
SOCIAL LIFE(1)	71.1
PERSONAL CONTACTS WITH CLASSMATES(1)	88.9

(1) PERCENT REPORTING TOO MUCH/TOO MANY OR JUST ABOUT THE RIGHT AMOUNT.
(2) PERCENT REPORTING TOO MUCH/TOO MANY.
(3) PERCENT REPORTING YES.
(4) PERCENT REPORTING VERY DESCRIPTIVE OF THE COLLEGE ATMOSPHERE.
(5) PERCENT REPORTING VERY DESCRIPTIVE OR IN BETWEEN AS OPPOSED TO NOT AT ALL DESCRIPTIVE OF THE COLLEGE ATMOSPHERE.

American Council on Education - Office of Research
NATIONAL NORMS FOR COLLEGE ENVIRONMENT CHARACTERISTICS
1967 Follow-up of 1966 Entering Freshmen

THE PEER ENVIRONMENT - INTERPERSONAL BEHAVIOR
(ACTIVITIES REPORTED BY STUDENTS)

Item Description	National Norms [Percentages]			
	All Institutions	Two-Year Colleges	Four-Year Colleges	Universities
Dimension 1				
I gambled with cards or dice (1)	26.8	26.4	25.3	29.5
I participated in an informal group sing (1)	56.1	46.1	61.4	57.5
I voted in a student election (2)	47.0	43.1	50.1	45.9
Dimension 2				
I arranged a date for another student (1)	50.1	41.0	50.7	57.3
I had a blind date (1)	49.9	36.2	50.7	61.4
I went to an over-night or week-end party (1)	33.1	31.8	32.6	34.8
Dimension 3				
I argued with other students (2)	14.8	9.0	16.0	18.3
I was a member of a college athletic team (3)	9.0	7.1	11.4	7.4
I engaged in a demonstration against an administrative policy of the college (1)	12.3	6.0	17.2	10.7
Dimension 4				
I discussed how to make money with other students (2)	17.6	19.6	16.8	16.9
Freshmen have to take orders from upper-classmen for a period of time (3)	25.7	17.7	39.4	12.9
Dimension 5				
I fell in love (3)	25.8	25.2	25.8	26.3

(1) Percent reporting that they engaged in the activity frequently or occasionally during the school year.
(2) Percent reporting that they engaged in the activity frequently only.
(3) Percent reporting yes.

American Council on Education - Office of Research
NATIONAL NORMS FOR COLLEGE ENVIRONMENT CHARACTERISTICS
1967 Follow-up of 1966 Entering Freshmen

THE PEER ENVIRONMENT - NONINTERPERSONAL BEHAVIOR
(ACTIVITIES REPORTED BY STUDENTS)

Item Description	National Norms [Percentages]			
	All Institutions	Two-Year Colleges	Four-Year Colleges	Universities
Dimension 6				
I tried on clothes in a store without buying anything (1)	60.3	58.3	61.7	60.1
I took weight-reducing or dietary formula (1)	15.2	15.3	15.2	15.1
I attended a ballet performance (1)	11.0	8.0	12.8	11.0
Dimension 7				
I drank beer (2)	21.3	16.5	21.7	24.9
I drank wine (1)	41.1	35.5	41.2	46.3
I prayed (not including grace before meals) (2)	41.1	42.4	43.3	36.5
Dimension 8				
I attended a public recital or concert (1)	68.0	54.8	75.8	68.7
I played a musical instrument (1)	40.3	35.6	41.4	43.0
I listened to folk music (2)	28.1	24.3	29.3	29.9
Dimension 9				
I went to the movies (2)	31.5	32.8	30.1	32.4
Dimension 10				
I changed my major field (3)	27.8	24.6	27.8	30.7
I changed my long-term career plans (3)	32.8	33.5	31.5	34.0
I had vocational counseling (3)	31.9	36.8	30.2	30.1
Dimension 11				
I stayed up all night (1)	60.9	53.4	62.0	65.9
Dimension 12				
I checked out a book or journal from the college library (2)	40.0	41.9	43.9	32.7
I studied in the library (2)	36.1	36.9	36.5	34.8
Dimension 13				
I attended church (2)	46.0	48.6	49.2	39.0
I drank beer (2)	21.3	16.5	21.7	24.9
Dimension 14				
I was employed during the school year (3)	37.3	51.1	33.5	30.5
Dimension 15				
I drove a car (2)	45.0	70.9	34.7	36.5

(1) Percent reporting that they engaged in the activity frequently or occasionally during the school year.
(2) Percent reporting that they engaged in the activity frequently only.
(3) Percent reporting yes.

American Council on Education - Office of Research
NATIONAL NORMS FOR COLLEGE ENVIRONMENT CHARACTERISTICS
1967 Follow-up of 1966 Entering Freshmen

THE CLASSROOM ENVIRONMENT
(AS DESCRIBED BY STUDENTS)

Item Description	National Norms [Percentages]			
	All Institutions	Two-Year Colleges	Four-Year Colleges	Universities
Dimension 16				
The instructor encouraged a lot of class discussion (3)	59.8	64.4	61.8	52.8
The instructor knew me by name (3)	72.1	81.5	76.3	57.5
I overslept and missed a class or appointment (1)	49.4	35.6	52.8	57.1
Dimension 17				
I sometimes argued openly with the instructor (3)	23.0	24.1	24.1	20.5
I asked questions in class (2)	32.7	35.0	33.8	29.1
I made wisecracks in class (1)	42.3	42.7	41.7	42.6
Dimension 18				
The instructor was enthusiastic (3)	73.2	72.4	74.0	72.6
The instructor had a good sense of humor (3)	74.8	76.8	74.4	73.6
The instructor was often dull and uninteresting (3)	20.4	17.6	20.7	22.5
Dimension 19				
I knew the first name of the instructor (3)	54.4	54.8	58.0	48.9
I was a guest in the home of the instructor one or more times (3)	5.4	4.5	6.8	4.2
I was in the office of the instructor one or more times (3)	57.7	54.6	61.5	55.0
Dimension 20				
The students had assigned seating (3)	37.4	45.5	33.8	35.3
The class met only at a regularly scheduled time and place (3)	89.4	87.6	89.4	91.1
I came late to class (1)	66.5	61.8	65.4	72.2
Dimension 21				
I flunked a course (3)	25.2	25.2	24.4	26.3

(1) Percent reporting that they engaged in the activity frequently or occasionally during the school year.
(2) Percent reporting that they engaged in the activity frequently only.
(3) Percent reporting yes.

American Council on Education - Office of Research
NATIONAL NORMS FOR COLLEGE ENVIRONMENT CHARACTERISTICS
1967 Follow-up of 1966 Entering Freshmen

THE ADMINISTRATIVE ENVIRONMENT
(AS REPORTED BY STUDENTS)

Item Description	National Norms [Averages] (1)			
	All Institutions	Two-Year Colleges	Four-Year Colleges	Universities
Dimension 22				
Administrative policy against being drunk	2.152	2.300	2.218	1.921
Administrative policy against drinking in living quarters	2.945	3.035	3.038	2.725
Dimension 23				
Administrative policy against organizing a student demonstration (2)	1.499	1.378	1.607	1.451
Administrative policy against participating in water fight or dormitory raid	1.989	2.018	1.979	1.976
Dimension 24				
Administrative policy against being alone with a date in your room in the day	2.951	2.929	3.048	2.829
Administrative policy against being alone with a date in your room at night	3.089	3.017	3.212	2.975
Dimension 25				
Administrative policy against cheating on exams	3.048	3.025	3.048	3.068

(1) 1 = No policy against this
2 = Reprimand or minor disciplinary action
3 = Major disciplinary action (possible expulsion from college)
4 = Sure expulsion from college

(2) This item refers to a demonstration against administrative policy only.

American Council on Education - Office of Research
NATIONAL NORMS FOR COLLEGE ENVIRONMENT CHARACTERISTICS
1967 Follow-up of 1966 Entering Freshmen

THE COLLEGE IMAGE
(STUDENT IMPRESSIONS OF THE COLLEGE ENVIRONMENT)

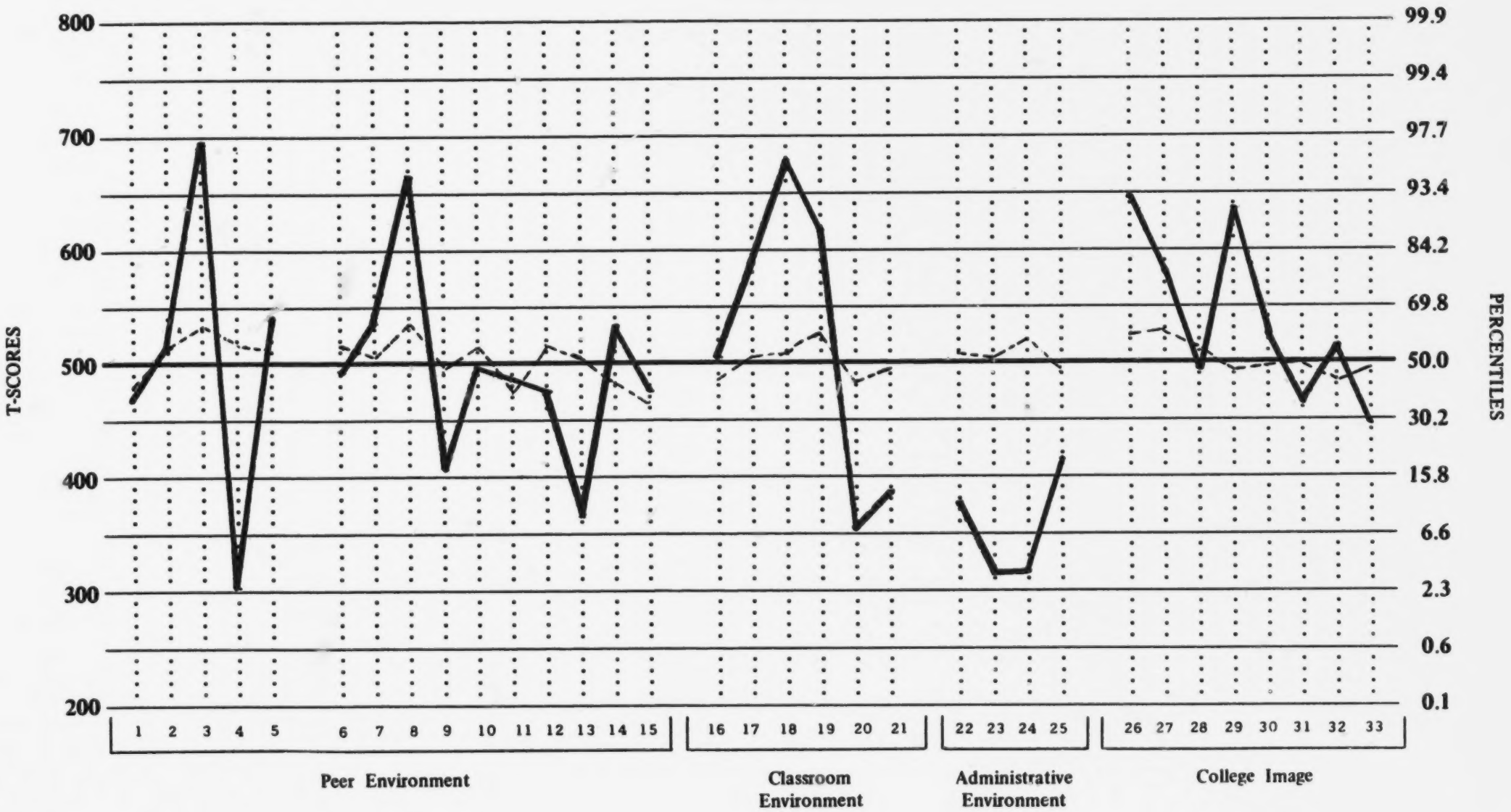
Item Description	National Norms [Percentages]			
	All Institutions	Two-Year Colleges	Four-Year Colleges	Universities
Dimension 26				
The students are under great pressure to get high grades(3)	42.4	25.6	44.4	54.8
There is keen competition among most students for grades(3)	44.5	31.0	46.6	53.8
Most students are of a very high calibre academically (3)	43.0	19.8	49.8	54.0
Dimension 27				
The atmosphere of the college was rated as warm (4)	37.4	34.4	43.6	31.0
Most students are more like numbers in a book (3)	28.1	20.9	21.0	45.2
I felt lost when I first came to the campus (3)	35.8	31.5	34.8	41.3
Dimension 28				
Being in this college builds poise and maturity (3)	70.0	58.8	73.5	77.7
The student body is apathetic and has little school spirit(3)	48.7	53.9	49.0	43.4
There is not much to do except to go to class and study (3)	32.0	41.8	34.4	19.5
Dimension 29				
The atmosphere of the college was rated as liberal (4)	29.5	25.6	28.3	34.8
The classes are usually run in a very informal manner (3)	62.7	62.3	63.4	62.1
The atmosphere of the college was rated as victorian (5)	36.7	39.0	39.7	30.4
Dimension 30				
The atmosphere of the college was rated as snobbish (5)	39.5	38.6	35.7	45.8
The atmosphere of the college was rated as practical-minded(4)	31.5	32.8	32.7	28.6
The atmosphere of the college was rated as realistic (4)	37.2	35.2	38.2	37.7
Dimension 31				
Athletics are overemphasized (3)	9.8	8.0	9.1	12.4
Dimension 32				
Outlets for creative activities (1)	53.3	52.9	51.8	55.6
Freedom in course selection (1)	76.4	82.6	72.3	76.9
Work required of you in courses (2)	13.2	10.8	13.4	15.2
Dimension 33				
The atmosphere of the college was rated as social (4)	32.9	28.1	28.6	43.7
Social life (1)	73.9	73.6	72.0	77.1
Personal contacts with classmates (1)	78.0	79.1	82.0	71.3

(1) Percent reporting too much/too many or just about the right amount.
(2) Percent reporting too much/too many. (3) Percent reporting yes.
(4) Percent reporting very descriptive of the college atmosphere.
(5) Percent reporting very descriptive or in between as opposed to not at all descriptive of the college atmosphere.

ACE COLLEGE ENVIRONMENT PROFILE

INSTITUTION: (NAME OF INSTITUTION)

181 RESPONDENTS



———— Institution's Score

– – – – – – Mean for Four-Year Colleges

INVENTORY OF COLLEGE ACTIVITIES DIMENSIONS

THE ICA DIMENSIONS

The Peer Environment

A. Interpersonal Behavior

Dimension 1. Students at high-scoring, competitive institutions show a style of interaction that is characterized by risk-taking, adventurousness, and an aggressive desire to defeat or overcome an opponent. There is also some tendency toward impulsiveness and irresponsible behavior. Students at these institutions tend to see their college as impersonal and as treating students like "numbers in a book." Colleges for men and large universities tend to be highly competitive. Students at institutions with low scores show a pattern of interpersonal interaction which is characterized by cooperation, participation in organized student activities, strong religious interests, and sensitivity to and concern for the needs of others. They tend to see the college as being warm and as having high morale, and to view the faculty as going out of its way to help the student. Colleges for women and liberal arts colleges tend to have highly cooperative environments.

Dimension 2. High-scoring institutions have student bodies that engage frequently in prearranged or organized dates, often have blind dates, and have frequent parties and dances. Students tend to see their college as "sophisticated."

Dimension 3. Student interaction at high-scoring institutions tend to be characterized by contentiousness, argumentativeness, frequent demonstrations against administrative policies, and frequent participation in athletics. The rate of drinking is also relatively high as is the rate of studying. Faculty in this independent environment tend to prefer essay exams over objective exams and are likely to be perceived by their students as emphasizing theoretical rather than practical concerns in their teaching. Students in high-scoring schools are strongly motivated by graduate training and show a high rate of interest in careers either as scientists or as entrepreneurs. They tend to be highly able academically and to have highly educated parents. Colleges for men, technological institutions, and private, nonsectarian institutions tend to obtain high scores on this dimension.

Dimension 4. Students in the high-scoring institutions typically have several close friends among their fellow students. A relatively high percentage of students tend to come from farm or rural backgrounds and to value getting along with people. The students also show a high degree of interest in watching athletic

events. Hazing of freshmen is common in these highly cohesive institutions. Students in these institutions tend to regard their college environment as more practical-minded than theory-oriented. By contrast, students in low-scoring colleges are likely to come from the suburbs of large cities, to be highly able academically, and to see their college environment as "intense." They also tend to rate themselves as unconventional and as valuing originality. Typically, colleges that score low on this dimension tend to be highly selective. Nonsectarian liberal arts colleges and universities tend to have very low scores. Although most Protestant colleges tend to have highly cohesive environments, a few colleges in this group obtain average or even below-average scores.

Dimension 5. Students at high-scoring colleges frequently engage in dating of an informal or casual type (coke, coffee, or study dates). In addition, these undergraduates will frequently report falling in love, or breaking up with girlfriends or boyfriends during the college year. Coeducational colleges and colleges located in the West and Southwest tend to score relatively high. Students at low-scoring institutions frequently complain about not having enough dates. These institutions tend to be noncoeducational (colleges for men, in particular) and to be located in the Northeast.

B. Noninterpersonal Behavior

Dimension 6. Students in high-scoring institutions frequently engage in these behaviors: trying on clothes in stores, taking dietary formulas, crying, and attending fashion shows and ballet performances. Majors in artistic or social fields of study are common and students express a preference for working with people rather than with things. The high-scoring institutions on this factor are colleges for women. Students at the lowest-scoring institutions (typically, colleges for men) show an interest in sports, gambling, and playing chess. They are frequently majoring in some area of science and technology and also planning careers in these fields.

Dimension 7. Students at high-scoring institutions frequently engage in social drinking. They also tend to be argumentative, independent, competitive, and above average in academic ability. They feel that their institution grants them a good deal of independence and that its policies are liberal. Students in low-scoring institutions frequently participate in formal religious activities: attending church and Sunday school, praying, saying grace, and reading the Bible. They frequently see their college as Victorian, practical-minded, warm, and as having high morale. They also report that the campus paper

and humor magazine tend to be censored by the administration. Protestant institutions tend to score low on this factor, whereas private nonsectarian institutions tend to obtain high scores.

Dimension 8. Students at high-scoring institutions are frequently involved in musical activities, both as performers and as listeners, and often attend cultural events such as lectures, stage plays, and art exhibits. The environment at high-scoring institutions tends to be more friendly and intimate than the average college environment. Low-scoring institutions manifest a high degree of competitiveness and relatively severe grading practices. Universities and, in particular, technological institutions tend to obtain very low scores.

Dimension 9. Students at high-scoring institutions spend a large percent of their time going to the movies and playing games (cards, etc.). They tend to place a high value on having a good time and getting along with people.

Dimension 10. Students at high-scoring institutions frequently change their major fields and long-term career plans. Engaging in vocational counseling also is fairly frequent at high-scoring institutions.

Dimension 11. Students at high-scoring institutions tend to sleep a lot, frequently go to church, and often commute. Many high-scoring institutions enroll high proportions of Roman Catholic students. Students at low-scoring institutions have their sleeping habits characterized by staying up all night, oversleeping and missing classes, taking a nap or rest during the day, and taking stay-awake pills. They typically live away from home at college. Many low-scoring institutions tend to enroll high percentages of students who come from highly educated and well-to-do families of the Protestant faith. Many low-scoring institutions are private and nonsectarian.

Dimension 12. Students in high-scoring institutions frequently study in the library and check out books or journals.

Dimension 13. Students at high-scoring institutions frequently lose privileges for infractions of college rules. They also attend church frequently and tend to be of the Roman Catholic faith. Most Roman Catholic institutions obtain high scores on this dimension, in contrast to most Protestant institutions.

Dimension 14. This dimension is defined simply in terms of the percentage of students who work for pay during the school year.

Dimension 15. This dimension is defined in terms of the percentage of students who drive cars during the school year. Predominantly black colleges tend to obtain low scores.

The Classroom Environment

Dimension 16. In high-scoring institutions, both instructors and students show a high degree of personal interest and involvement in the activities of the classroom. Instructors typically know their students' names, encourage class discussion, and call students by their first names. They frequently prepare "pop" quizzes and take attendance. Students at high-scoring institutions are likely to be religious, to select major fields in education and social science, to like teaching and working with people, and to see their college environment as "warm." Teachers colleges typically obtain very high scores on this factor. Classrooms in low-scoring institutions tend to be large and the instructors frequently are engaged in research. The students often oversleep and miss their classes; many do not speak out in class unless called upon. They tend to prefer vocations in the sciences, to be academically bright, and to value being original. They often feel that the administration is not really very concerned about them as individuals and that they do not have enough contact with faculty or enough personal direction in their studies and courses. They do, however, typically report that the curricular offerings and facilities for research are of high quality. Nearly all the universities score low on this dimension.

Dimension 17. Students in high-scoring institutions frequently argue with each other and with the instructor during the class. They tend to ask questions frequently, make wisecracks in class and speak out without waiting to be called on. Their instructors are more inclined to give essay (rather than objective) examinations. A high percentage of students in high-scoring institutions plan to go on to graduate training.

Dimension 18. Instructors in high-scoring colleges tend to be rated by their students as enthusiastic, as having a good sense of humor, and as being exceptionally well-grounded in the course subject matter. Instructors in low-scoring institutions tend to be rated dull, uninteresting and as speaking in a monotone.

Dimension 19. In high-scoring colleges there tends to be a close personal relationship between students and instructors. High-scoring colleges also tend to be small and to have a high percentage of their students living on campus. Protestant institutions tend to obtain high scores on this dimension, whereas public institutions tend to obtain low scores.

Dimension 20. Instructors in high-scoring institutions frequently use assigned seating, take attendance, and hold their classes at a regularly scheduled time and place. The percentage of students who come late to class in such institutions is low.

Dimension 21. This dimension is defined simply as the proportion of students who receive at least one failing grade during the freshman year. The average grade in high-scoring institutions tends to be low, and the instructors' lectures typically follow the textbook closely. Students in low-scoring institutions tend to have artistic and literary interests and to be above average in academic ability.

The Administrative Environment

Dimension 22. High-scoring institutions tend to have relatively severe policies against student drinking. Students at such institutions tend to engage frequently in religious activities and to rate their college as high in morale but Victorian. High-scoring institutions are most likely to be sectarian. Students in low-scoring institutions tend to drink frequently, to be above average in academic ability, and to be highly motivated to go on for graduate training. Instructors in low-scoring institutions run their classes permissively and tend to be engaged in research. The environments of low-scoring institutions tend to be graded as "liberal" and the students are inclined to feel that they are granted a great deal of independence. Low-scoring institutions are most likely to be private and nonsectarian.

Dimension 23. High-scoring institutions have relatively severe policies against organizing demonstrations against administrative policy, participating in water fights or dormitory raids, and other forms of student aggression. In the typical classroom of high-scoring institutions, lectures tend to follow the textbook closely, and "objective" examinations are preferred over essay exams. Students in these institutions typically believe that the campus paper and humor magazine are censored by the administration and that their fellow students seem very conforming. Students in low-scoring institutions tend to be highly able academically and to come from affluent socioeconomic backgrounds. They tend to rate the intellectual atmosphere as being more on the theoretical than on the practical side.

Dimension 24. This dimension reflects the severity of administrative regulations against such actions as being alone with a date in the dormitory room and coming in late from dates (the latter regulation usually not applicable in the case of colleges for men). High-scoring institutions tend to have students that engage frequently in religious activities. These students report that the campus paper and humor magazine are censored by the administration and that the environment is "Victorian." Students in low-scoring institutions tend to be highly able academically, to rate their colleges as "liberal,"

and to feel that they are granted a great deal of independence by the college.

Dimension 25. This dimension reflects the severity of administrative policy against cheating. The highest-scoring institutions typically expel students who are found cheating on examinations. In such institutions there is generally less cheating on examinations.

The College Image

Dimension 26. In high-scoring institutions there is a high degree of perceived pressure for high grades and competitiveness among the students. Students at such colleges are likely to see their fellow students as being very able academically and as feeling that their college is superior to other colleges. These students also feel that their college has an outstanding reputation nationally and that its environment is both tense and enterprising. They tend to be highly able academically, and to spend many hours per week studying. In the low-scoring institutions, the students are inclined to feel that the amount of intellectual activity is small, that not enough work is required in class, and that the environment is "carefree." Almost all technological institutions tend to score high on this dimension, whereas most teachers colleges tend to obtain low scores.

Dimension 27. Students in high-scoring institutions see the faculty and the upperclassmen as going out of their way to help students. The environment tends to be rated as warm, friendly, and as high in morale. Students spend a relatively large amount of time participating in musical, dramatic, and artistic activities, and they tend to be cooperative rather than competitive in their interpersonal relations. Instructors in high-scoring institutions are more likely to know their students by name than instructors in low-scoring colleges. Students in low-scoring colleges frequently report that they feel like "numbers in a book," that they felt lost when they first came to the institution, that the faculty is more interested in research than teaching, that athletes are given special privileges, and that the campus is too big. They also feel that they have not had enough personal direction in their studies and course selection and that their personal contact with faculty members has been insufficient. Liberal arts colleges tend to obtain high scores on this dimension whereas the scores for universities are almost all very low.

Dimension 28. Environments in the high-scoring institutions tend to be seen as high in morale and school spirit and as fostering poise and maturity in the students. Students at such

institutions also report that they are relatively well satisfied with their over-all experience during their freshman year. Low-scoring institutions have student bodies that are rated as apathetic and not well rounded. Students at such institutions are also inclined to feel that there is little to do except go to class and study. Institutions located in large cities and, in particular, commuter colleges tend to obtain low scores on this dimension.

Dimension 29. High-scoring institutions are rated by their students as "liberal." The students feel that they are allowed a good deal of independence and that the faculty is liberal in interpreting regulations. Classes are described as being very informal, and the intellectual atmosphere is rated as more theoretical than practical. Students at these highly permissive institutions are seen by their fellows as tending to be avant-garde and to be relatively unconcerned with their personal appearance. They also drink relatively frequently. Students in low-scoring institutions engage frequently in religious activities and rate themselves as religious. They are inclined to feel that the college paper and humor magazine are censored, that the campus is pervaded by a narrow political point of view, and that the environment is "Victorian."

Dimension 30. High-scoring institutions tend to be rated both as snobbish and as sophisticated by their students. The students are also inclined to feel that the intellectual atmosphere is more theoretical than practical and that there is a large group of avant-garde students on the campus. Students at high-scoring institutions tend to come from the upper socio-economic levels and frequently attend foreign movies. The environments of low-scoring institutions are likely to be rated as practical-minded and realistic.

Dimension 31. Students at high-scoring institutions feel that athletics are overemphasized and that athletes are given special privileges. They also spend a high proportion of their time watching sports events. Students at low-scoring institutions are likely to be highly able academically and to feel that they do not get enough exercise.

Dimension 32. Low-scoring institutions are seen by their students as requiring too much work in courses, as not offering enough in the way of outlets for creative activity, as allowing too little freedom in course selection, and too little time for extracurricular activites.

Dimension 33. High-scoring institutions are rated by their students as social and carefree and as overemphasizing the students'

social life. Students are likely to feel it is important to belong to the right club or group, that fraternity and sorority life is overemphasized, that there is a great deal of conformity among the students, and that the amount of intellectual activity on the campus is too low. Most universities and the teachers colleges obtain relatively high scores on this dimension. Students in low-scoring institutions are likely to complain that they do not have enough dates, enough time for social life or social activities, and that there is not much to do except go to class and study. Nearly all technological institutions obtained low scores on this dimension.

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